

# Limba modernă 1 – limba engleză

Jenny Dooley

Clasa a VII-a

Teacher's Book



Express Publishing

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GRUP EDUCATIONAL  
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**Teacher's Book**

**Jenny Dooley**

**Published by Express Publishing**

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Berkshire RG19 6HW, United Kingdom  
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email: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)  
[www.expresspublishing.co.uk](http://www.expresspublishing.co.uk)**

© Jenny Dooley, 2024

Design and Illustration © Express Publishing, 2024

First published 2024

Made in EU

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ISBN 978-1-3992-1585-5



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# Introduction to the Teacher

This course is a modular course for learners studying English for Grade 7, L1. 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. The corresponding module in the Workbook provides the option of additional practice.

## 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**)

### Workbook

The **Workbook** is in full colour and contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English & Reading. A **Project** section appears at the end of the Workbook which gives Ss the opportunity to present topics they have been taught in the Student's Book.

### Teacher's Book

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

### Class Audio CDs

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

### Digital Book

The **Digital Book** contains all the material in the Student's Book, Teacher's Book and 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: dialogues, articles, blog entries, postcards, emails etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

#### Grammar

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

### Writing

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

### Songs

This section reviews the module in a fun way. It 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. In the end of every green topic Ss have 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

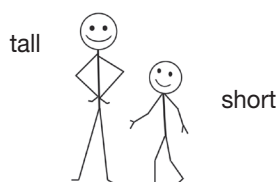
Much of the new vocabulary in the course is presented through pictures. Ss are asked **to match the pictures to listed words/phrases**. (See *Student's Book, Module 2, p. 36, Ex. 2.*)

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 3, p. 49, Ex. 7*)
- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 3, p. 53, Ex. 1c. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the dialogue/text.*)
- **Reading for detail.** Ask Ss to read for specific information. (*See Student's Book, Module 3, p. 48, Ex. 2. 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 5, p. 89, Ex. 8. 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 Ex. 6 on p. 25 of the Student's Book.)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 3 on p. 21 of the Student's Book)

- **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 play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

- **Rolling questions**

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

## I Using L1 in class

Use L1 in moderation and only when necessary.

### Abbreviations

Abbreviations used in the Student's/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(s). | 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

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

**Game!** games

**!** presentations

 animation/video

 short texts to familiarise Ss with the culture of the 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 a) **Aim** To complete a timetable; to practise vocabulary for daily routine activities
- Ask Ss to look at the table and write the missing verbs from the list in the gaps.
  - Check Ss' answers.

## Answer Key

|       |        |         |
|-------|--------|---------|
| 1 get | 4 have | 7 chat  |
| 2 do  | 5 do   | 8 watch |
| 3 go  | 6 take |         |

- b) **Aim** To practise prepositions of time

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

## Answer Key

1 at 2 on 3 on 4 in 5 at

- 2 a) **Aim** To complete a crossword
- Ask Ss to read the clues and complete the crossword.
  - Check Ss' answers.

## Answer Key

|          |            |         |
|----------|------------|---------|
| 1 GAMES  | 3 SHOPPING | 5 BOOKS |
| 2 CINEMA | 4 MUSIC    | 6 NET   |

- b) **Aim** To talk about free-time activities

Ask Ss to discuss their free-time activities in pairs and then ask various Ss to tell the class. Ss can use their own ideas.

## Suggested Answer Key

*I like playing computer games, reading books and going to the cinema.*

- 3 **Aim** To practise pronouns and the possessives
- Explain the task and give Ss time to complete it.
  - Check Ss' answers.

## Answer Key

|                 |                  |
|-----------------|------------------|
| 1 yours         | 5 you            |
| 2 my            | 6 it             |
| 3 grandparents' | 7 them           |
| 4 Their         | 8 Tom and Jake's |

## SHADOW DAY

- Aim** To write a presentation

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

(Ss' own answers)

- 4 **Aim** To practise questions words

- Ask Ss to read the text and then write questions for which the underlined parts are the answers.
- Check Ss' answers around the class.

## Answer Key

2 *Where does he live?*  
3 *Who is his best friend?*  
4 *When do they like going to the cinema?*  
5 *What sport does James like?*  
6 *How often does he play basketball?*

- 5 a) **Aim** To practise vocabulary for shops & services

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

## Answer Key

|     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 e | 3 b | 5 a | 7 j | 9 h  |
| 2 c | 4 f | 6 d | 8 g | 10 i |

- b) **Aim** To categorise vocabulary for shops & services

- Ask Ss to write the headings into their notebooks and then give them time to write the vocabulary from Ex. 5a under the correct headings.
- Check Ss' answers and elicit further vocabulary.

## Answer Key

**shops:** supermarket, clothes shop, florist's, newsagent's, baker's

**services:** library, post office, school, bank, hospital

## Suggested Answer Key

**shops:** butcher's, toyshop, bookshop

**services:** police station, car park



# Welcome back

## Game!

Have Ss play the game in teams with one point for each correct guess. After a fixed time, swap roles and then elicit the winner in each pair at the end.

## Suggested Answer Key

*I'd like a dozen bread rolls, please. – baker's*

*Please take a seat. The doctor will be with you in a moment. – hospital*

(pp. 10-11)

### 1 **Aim** To categorise vocabulary for food/drinks

- Explain the task and give Ss time to write the headings into their notebooks and then write the food/drinks under the correct headings.
- Check Ss' answers.

#### Answer Key

**FRUIT & VEGETABLES:** carrot, cabbage, spinach, pear, strawberry, potato, mushroom

**MEAT:** steak, chicken, turkey

**DRINKS:** orange juice, lemonade, hot chocolate

**DESSERTS:** ice cream, apple pie

**OTHER:** pizza, cereal, nuts

- Elicit what the pictures show and then elicit more words to go under each heading from Ss around the class.

#### Answer Key

- |              |             |
|--------------|-------------|
| 1 steak      | 4 cabbage   |
| 2 pear       | 5 ice cream |
| 3 strawberry |             |

#### Suggested Answer Key

**FRUIT & VEGETABLES:** tomato, apple, peach

**MEAT:** lamb, beef

**DRINKS:** tea, milk, water

**DESSERTS:** cake, cheesecake, fruit salad

**OTHER:** bread, pasta, rice

- Give Ss two minutes to write more food/drinks under the headings.
- Check Ss' answers.

### 2 **Aim** To practise countable/uncountable nouns and plurals

- Go through the **Note** box. Countable-Uncountable nouns with Ss.

- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit the plural forms from Ss around the class. Write on the board.

#### Answer Key

steak, U, –  
cabbage, C, cabbages  
pizza, U/C, pizzas  
chicken, U, –  
spinach, U, –  
ice cream, U/C, ice creams  
lemonade, U, –  
hot chocolate, U, –  
apple pie, U/C, apple pies  
pear, C, pears  
strawberry, C, strawberries  
potato, C, potatoes  
mushroom, C, mushrooms  
turkey, U, –  
cereal, U, –  
nut, C, nuts

### 3 **Aim** To practise plurals

- Go through the **Note** box about the plurals with Ss and then give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- |            |           |            |
|------------|-----------|------------|
| 1 foxes    | 6 photos  | 11 vases   |
| 2 wives    | 7 knives  | 12 babies  |
| 3 chefs    | 8 spoons  | 13 kilos   |
| 4 cities   | 9 forks   | 14 wishes  |
| 5 potatoes | 10 kisses | 15 brushes |

### 4 **Aim** To practise partitives (phrases of quantity)

- Give Ss time to find the odd word.
- Check Ss' answers.

#### Answer Key

- |         |          |         |
|---------|----------|---------|
| 1 sugar | 3 cheese | 5 meat  |
| 2 rice  | 4 cola   | 6 water |

### 5 a) **Aim** To practise vocabulary for sports

Give Ss time to label the pictures with the sports in the list and then check their answers.

## Answer Key

- |                |                  |
|----------------|------------------|
| 1 sky diving   | 7 bungee jumping |
| 2 martial arts | 8 waterskiing    |
| 3 basketball   | 9 windsurfing    |
| 4 cycling      | 10 football      |
| 5 ice skating  | 11 kayaking      |
| 6 tennis       | 12 snowboarding  |

## b) **Aim** To identify extreme sports

- Give Ss time to look at the pictures and find which are extreme sports.
- Check Ss' answers.

## Answer Key

**Extreme sports:** sky diving, bungee jumping, waterskiing, windsurfing, snowboarding

## 6 a) **Aim** To practise types of entertainment

Give Ss time to choose the correct answer and then check their answers.

## Answer Key

- |           |                |
|-----------|----------------|
| 1 ballet  | 3 fashion show |
| 2 concert | 4 film         |

## b) **Aim** To talk about types of entertainment

Ask various Ss to tell the class which their favourite type of entertainment is.

## Suggested Answer Key

My favourite type of entertainment is watching a film.

(pp. 12-13)

## 1 **Aim** To practise prepositions of place

- Read out the **Note** box and explain the prepositions of place.
- Ask Ss to look at the picture and then complete the sentences.
- Check Ss' answers.

## Answer Key

- |               |            |
|---------------|------------|
| 1 in front of | 4 next to  |
| 2 between     | 5 opposite |
| 3 behind      | 6 on       |

## 2 **Aim** To give directions; to practise prepositions of movement

- Read out the **Note** box and explain the prepositions of movement.
- Give Ss time to give directions from/to the places listed in closed pairs.
- Monitor the activity around the class and then ask some pairs to tell the class the directions.

## Suggested Answer Key

A: Excuse me, where's the stadium?

B: Go up Stream Street and turn right onto Bendon Road. Take the second left onto Elm Street and go past the park. Then turn right onto Miles Avenue. The stadium is on the left.

A: Thank you.

A: Excuse me, how can I get to the supermarket?

B: Go to the end of Elm Street. Turn left onto Miles Avenue and then go past the hospital. The supermarket is on the right opposite the florist's.

A: Thank you so much.

A: Excuse me, how can I get to the post office?

B: Go up Stream Street and turn right onto Bendon Road. Go past the police station and the cinema and then the post office is on the left opposite Palm Road.

A: Thank you.

A: Excuse me, where's the fire station?

B: Go down Reed Avenue and turn left onto Bendon Road. Go past the cinema and turn right onto Palm Road. The fire station is on the left after the museum.

A: Thank you.

## Extra Activity

Ss play in closed pairs or in teams. Say the location of a shop/service. The other S/team finds it. Swap roles and continue.

e.g. A: It's opposite the petrol station.

B: Hotel.

# Welcome back

## 3 a) **Aim** To categorise vocabulary for physical appearance, clothes and accessories

- Ask Ss to look at the categories in the table and then give them time to write the words in the list in the correct category in the table.
- Check Ss' answers.

### **Answer Key**

**Age:** young, mid-twenties, old, middle-aged

**Height:** tall, short

**Weight:** slim, plump

**Facial features:** beard

**Hair:** fair, wavy, short, curly, brown, straight, long, bald, white

**Eyes:** blue, brown

**Clothes:** suit, shorts, shirt, blouse, top, trousers, skirt, dress

**Shoes:** high heels, trainers

**Accessories:** bag, gloves, glasses, belt, scarf, baseball cap, tie

## b) **Aim** To describe people

- Ask Ss to look at the people in the pictures and use the words in Ex. 3a to help them describe each one.
- Elicit descriptions from various Ss around the class.

### **Suggested Answer Key**

- 1 Sam is tall and slim with short, fair hair and a beard. He is wearing a suit, a tie and black shoes.
- 2 Zoe is tall and slim with long, fair hair. She is in her mid-twenties. She is wearing a pink top, a brown skirt with a belt and high heels.
- 3 Finn is short and young. He has got short, brown hair and is wearing glasses. He is wearing a shirt, shorts and trainers.
- 4 Will is tall and plump. He is middle-aged. He's bald and has a beard. He is wearing a blue shirt, trousers and black shoes.
- 5 Kate is old and short. She has got short white curly hair. She is wearing a green dress and black flat shoes. She is also carrying a brown bag.

## 4 **Aim** To practise means of transport

- Give Ss time to identify the means of transport in the pictures.
- Elicit Ss' answers.

### **Answer Key**

- |              |             |
|--------------|-------------|
| 1 tram       | 3 cable car |
| 2 helicopter | 4 boat      |

- Ask various Ss to tell the class which means of transport they often/sometimes/never use.

### **Suggested Answer Key**

*I often use a tram to go to work.*

# Our World! Module 1

## Topic

In this module, Ss will explore the topics of nature curiosities, free-time activities, places to live and features of the countryside/city.

## Module page

14-15

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

**Vocabulary:** Nature curiosities (*river, beach, cave, lake, desert, valley*)

## 1a Reading

16-17

**Lesson Objectives:** To scan a text, to listen and read for gist, to match the sections to the headings, to present and match free-time activities, to listen to survey results, to learn prepositions, to conduct a survey, to write a survey report

**Vocabulary:** Free-time activities (*surf the Net, play video games, spend time with family/friends, listen to music, go to amusement parks, play sports, go to the cinema, read books, go shopping*); Nouns (*issue, pocket money*); Adjective (*extra*); Verbs (*argue about, worry about*)

## 1b Grammar

18-19

**Lesson Objectives:** To learn/practise the present simple, the adverbs of frequency

## 1c Vocabulary

20

**Lesson Objectives:** To learn vocabulary for places to live, to express an opinion about life in the countryside vs life in the city

**Vocabulary:** Countryside (*quiet, no public transport, friendly people, clean air, not much entertainment, not many jobs, fresh food, little traffic, not close to shops*); City (*lots of schools & universities, heavy traffic, good public transport, theatres & cinemas, lots of shops & malls, lots of jobs, pollution, crowds of people, tall buildings, lots of services*); Adjectives (*stressful, exciting, relaxing, interesting, boring, healthy, difficult*)

## 1d Everyday English

21

**Lesson Objectives:** To listen and read for specific information, to role play a dialogue making plans, to learn 3-syllable word stress

## 1e Grammar

22-23

**Lesson Objectives:** To learn/practise the present continuous, present simple vs present continuous and the stative verbs

## 1f Across Cultures

24-25

**Lesson Objectives:** To listen and read for gist, to read for specific information (R/W/DS), to create/present an imaginary city/village, to learn phrasal verbs with *come*, to listen for specific information (gap fill), to write about a place in one's country that appears in a film, to write a blog entry about a city in one's country

**Vocabulary:** Nouns (*bat, population, neighbourhood, path, cart*); Adverb (*safely*)

## 1 CLIL (Citizenship)

26

**Lesson Objectives:** To listen and read for gist, to make a leaflet about Green Neighbourhood Saturday

**Vocabulary:** Phrases (*raise awareness, recycled art, recyclable material*); Verb (*breathe*)

## Project 1

27

**Lesson Objectives:** To talk and write about an ideal neighbourhood, to give a presentation on an ideal neighbourhood, to learn/talk about the value of cooperation

## Revision & Evaluation 1

28-29

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to listen for key information, to match exchanges, to read for specific information, to write a blog entry

# 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 module will cover.

### 1 **Aim** To present vocabulary for nature curiosities

- Direct Ss' attention to the pictures.
- Ask Ss to read the gapped sentences and then give them time to complete the gaps with the words in the list.
- Check Ss' answers.

#### Answer Key

2 beach                      4 valley                      6 cave  
3 Desert                      5 river

- Play the video for Ss and elicit their comments.

### 2 **Aim** To talk about nature curiosities

Ask various Ss around the class to tell the rest of the class about features of nature curiosities in their country.

#### Suggested Answer Key

*In Romania, we have got most of these features – we don't have a desert though! You can go kayaking on Bistra River or go for a swim in the Black Sea. Visit the Farcu Cave (Cave of Crystals) which is amazing and you can also go on a bike tour around Braşov and admire the beautiful scenery. Don't forget to visit Lake St. Ana that is the only volcanic lake in Romania which is located near Baile Tusnad.*

#### Background Information

**Australia (the Commonwealth of Australia)** is a continent and a country in the southern hemisphere. The capital city is Canberra. It has got a population of over 25 million people. It has got a wide range of ecosystems and wildlife.

**The Galàpagos Islands** are an archipelago of volcanic islands around the Equator in the Pacific Ocean, 926 km west of Ecuador, to whom they belong. They are a national park and a biological marine reserve. The population is around 30,000 and the people speak Spanish.

**Egypt** is a country in North Africa with a long and influential history. The capital city is Cairo and the population is 109.3 million people. The language is Arabic and the currency is the Egyptian pound.

**Turkey** is a country in western Asia and southeastern Europe. 84.7 million people live there and the capital city is Ankara. The people speak Turkish.

**Colombia** is a large country in the northern part of South America. The capital city is Bogota and the population is around 51.5 million people. It is home to some of the Amazon Rainforest.

**Greece (the Hellenic Republic)** is a country in southeastern Europe with about 6,000 islands and islets.

The capital city is Athens and the population is around 10.6 million people.

## 1a Reading

### 1 **Aim** To scan a text

- Ask Ss to scan the text quickly and find the items listed.
- Check Ss' answers around the class.

#### Suggested Answer Key

*two school subjects: Art, English*

*two sports: football, volleyball*

*a famous singer: Eminem*

*a pet: cat*

*a drink: cola*

### 2 **Aim** To read for key information

- Ask Ss to read the headings.
- Play the recording. Ss listen to and read the text and match the sections to the headings.
- Check Ss' answers.

#### Answer Key

1 School life                      3 House & Home  
2 Hobbies & Free time        4 Hopes & Fears

- 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 make notes on a text, talk about a person and compare lifestyles

- Ask Ss to make notes on the text under the headings in Ex. 2. Then ask various Ss to tell the class about Daniel.
- Ask Ss to make notes under the same headings about themselves.
- Elicit how similar/different Ss' lifestyles are to Daniel's.
- Ask Ss to write their personal profile and check their answers.

### **Suggested Answer Key**

#### **Daniel**

**School life:** 8 am – 1 pm

**Hobbies & Free Time:** plays football, volleyball, listens to music, plays computer games, goes to cinema

**House & Home:** homework until 8, 4-bedroom flat, with family

**Hopes & Fears:** worries about future

Daniel starts school at 8 am and ends at 1 pm. He does homework in the evening until about 8. In his free time, he plays football and volleyball and listens to music. He also plays computer games and goes to the cinema. He lives with his family in a four-bedroom flat. He worries about the future.

#### **(Me)**

**School life:** 8 am – 1 pm

**Hobbies & Free Time:** play football, volleyball, listen to music, go to cinema

**House & Home:** homework until 8, two-storey house with garden, with family

**Hopes & Fears:** worries about the future

My life is very similar to Daniel's. The only difference is that I live in a two-storey house with a garden and I don't like computer games.

## 4 **To match free-time activities to pictures**

- Ask Ss to look at the pictures and then ask Ss what activities they show.
- Give Ss time to match the activities to the pictures.
- Check Ss' answers.

### **Answer Key**

- 1 go to amusement parks
- 2 go to the cinema

- 3 go shopping
- 4 surf the Net
- 5 play sports
- 6 spend time with family/friends
- 7 read books
- 8 play video games
- 9 listen to music

## 5 **To listen about survey results**

- Listen to the recording and fill out the missing percentages.
- Check Ss' answers.

### **Answer Key**

- |       |       |       |
|-------|-------|-------|
| 1 70% | 3 32% | 5 15% |
| 2 50% | 4 43% |       |

- Ask Ss to look at the graph and read out the example.
- Give Ss time to refer to the graph and make similar sentences.
- Elicit answers from Ss around the class

### **Answer Key**

In Daniel's class, 70% like playing video games in their free time.

In Daniel's class, 62% like spending time with family/friends in their free time.

In Daniel's class, 50% like listening to music in their free time.

In Daniel's class, 32% like going to amusement parks in their free time.

In Daniel's class, 57% like playing sports in their free time.

In Daniel's class, 43% like going to the cinema in their free time.

In Daniel's class, 15% like reading books in their free time.

In Daniel's class, 5% like going shopping in their free time.

## 6 **To practise prepositions**

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

### **Answer Key**

- 2 for      3 about      4 at, with

# Module 1

- Ask Ss to start a Prepositions section in their notebook and list all the words that go with the 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.

## 7 **Aim** To conduct a survey and write a short survey report

- Explain the task and ask Ss to work in small groups.
- Have Ss choose six of the activities in Ex. 4 and then pass the survey around the class and ask their classmates to tick the ones they do at weekends.
- Give Ss time to turn their answers in percentages and write a short paragraph analysing the results.
- To simplify the task, Ss may only include a small even number of Ss in their survey to make calculating the percentages easier. e.g., in a class of 20, four Ss =  $1/5 = 20\%$ , 5 Ss =  $1/4 = 25\%$  etc.
- Check Ss' answers.
- Alternatively, assign the writing part of the task as HW.

### Suggested Answer Key

*The most popular weekend activities are shopping and playing sports. 80% of the class play sports at the weekend and 75% go shopping. 25% go to the cinema at the weekend, but only 15% go to amusement parks. Only 10% read books.*

## **Aim** To write a presentation

- Ask Ss to read their partner's notes from Ex.3a.
- Give them time to write a presentation about their partner.
- Check Ss' answers.

### Suggested Answer Key

*Alex starts school at 8:00 am and finishes at 1:00 pm. He does homework in the evening until about 7. In his free time, he plays football and likes to read books. He also plays computer games and goes to the cinema. He lives with his family in a three-bedroom flat. He wants to become a dentist in the future.*

## 1b Grammar

### 1 **Aim** To present/practise the present simple

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and uses. (Do you go: habit/routine, closes: programme/timetable) Elicit the forms and uses of the tense.
- Go through the theory and **Note** box with Ss. Ask Ss to give more examples using the Present Simple.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

2 does      4 rains      6 rides      8 buys  
3 cries      5 waits      7 matches

### 2 **Aim** To practise the present simple

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

#### Answer Key

1 visit  
2 have  
3 loves  
4 Does the museum close  
5 don't go

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

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

#### Answer Key

1 designs                      4 doesn't like  
2 Does your dad work      5 Do you know  
3 live

### 4 **Aim** To practise the present simple

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

#### Answer Key

2 doesn't                      6 Do you watch  
3 goes                      7 don't  
4 surfs                      8 find  
5 do you do                      9 read

## 5 **Aim** To practise the adverbs of frequency

- Ask Ss to study the theory box.
- Explain that adverbs of frequency go **before** the **main verb**, but **after** the verb **to be**.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- 1 usually go \_\_\_\_ 4 \_\_\_\_ are never  
2 \_\_\_\_ is often 5 seldom visits \_\_\_\_  
3 always stay \_\_\_\_

## 6 **Aim** To practise the present simple/ the adverbs of frequency

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

### Answer Key

- 1 always visits 5 sometimes buy  
2 is seldom 6 usually tries  
3 often buy 7 am never  
4 are rarely

## 7 **Aim** To practise the present simple/ the adverbs of frequency

- Explain the task and read out the example.
- Ask Ss to ask and answer questions in pairs.
- Give Ss time to do the task.
- Monitor the activity around the class.

### Suggested Answer Key

- 2 A: How often does your mum surf the Net?  
B: My mum surfs the Net every day.  
3 A: How often do you go to bed late?  
B: I go to bed late twice a week.  
4 A: How often do you read books?  
B: I sometimes read books.  
5 A: How often does your dad go shopping?  
B: My dad goes shopping once a week.

## 8 **Aim** To practise the present simple

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

### Suggested Answer Key

- A: What do you do every day?  
B: I play video games.

A: What do you do at weekends?

B: I play football with my friends. etc.

## 1c Vocabulary

### 1 **Aim** To present vocabulary for places to live

- Ask Ss to read through the vocabulary in the boxes and explain/ elicit the meanings of any unknown words.
- Then ask Ss to copy the table into their notebooks and complete it with the vocabulary in the boxes.
- Check Ss' answers and elicit any further ideas from Ss around the class.

### Suggested Answer Key

|          | Life in the countryside                                                                          | Life in the city                                                                                                                                  |
|----------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Positive | quiet, friendly people, clean air, fresh food, little traffic (safe streets)                     | lots of schools & universities, good public transport, theatres & cinemas, lots of shops & malls, lots of jobs, lots of services (near hospitals) |
| Negative | no public transport, not much entertainment, not many jobs, not close to shops (school far away) | heavy traffic, pollution, crowds of people, tall buildings (lots of crime)                                                                        |

### 2 **Aim** To practise new vocabulary and revise/ learn adjectives

- Explain the task and read out the example.
- Explain/Elicit the meanings of any unknown adjectives.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

### Answer Key

Life in the city can be exciting because there are theatres and cinemas.

Life in the countryside can be relaxing because there is little traffic.

Life in the city can be interesting because there are lots of services.

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*Life in the countryside can be boring because there isn't much entertainment.*

*Life in the countryside can be healthy because there is clean air.*

*Life in the city can be difficult because there are crowds of people.*

## 3 **Aim Think** To express an opinion

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

### **Suggested Answer Key**

*I think the countryside is the best place for me to live because of the quiet and calm. I would enjoy the beautiful scenery and the clean air, and it would be nice to live around friendly people, too.*

## **Aim Think** To expand on a topic

- Read out the rubric and give Ss time to consider their answers.
- Then ask various Ss to share their answers with the rest of the class.

### **Suggested Answer Key**

*Up in the mountains of Romania, you might find the village Breb in Maramures. It's a small village in Romania that looks like paradise. The locals there keep their traditions and customs alive. They have a relaxing and healthy way of life. They also like to produce their own fresh food.*

## 1d Everyday English

### 1 **Aim** To read for specific information

- Ask Ss to read the first two exchanges and elicit their guesses as to where the speakers decide to go.
- Play the recording. Ss listen and read to find out.

### **Answer Key**

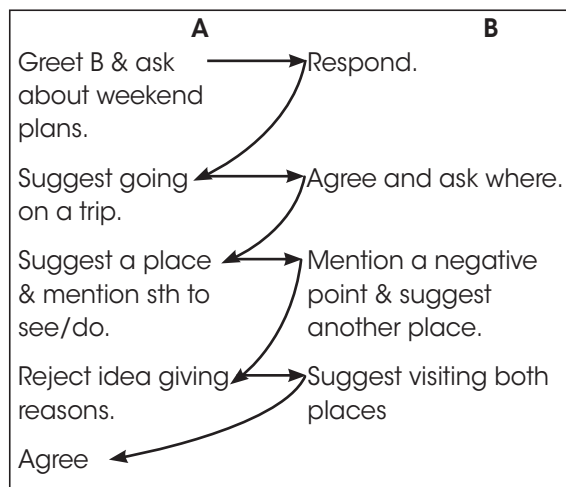
*The friends decide to go on a day trip somewhere at the weekend. – They decide to go to London and Bath.*

### 2 **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.

### 3 **Aim** To role play a dialogue making plans

- Read out the **Note** box.
- Explain the situation.
- Tell Ss that they can use the reviews and the phrases from the **Note** box to complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write this 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: Hey Andy, what are you doing this weekend?

B: Not a lot. Why?

A: We could go on a day trip somewhere.

B: That sounds good. Where do you want to go?

A: How about Manchester? It's got lots of entertainment like the Whitworth Art Gallery and the National Football Museum.

B: Mmm, Manchester has really heavy traffic, though. How about visiting Buxton? There are great parks there with beautiful scenery which is very relaxing.

A: That's true, but Buxton is too quiet for me. I'd prefer somewhere more exciting.

B: Why don't we go on a two-day trip? We can have one day in Manchester and one day in Buxton to relax.

A: Now that's a brilliant idea!

## Pronunciation

### **Aim** To practise 3-syllable word stress

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit the syllable with the main stress.

#### Answer Key

- 2 gallery      4 engineer      6 yesterday  
3 attraction      5 exciting

## 1e Grammar

### 1 **Aim** To present/practise the present continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and uses. (Are you going: action happening now - 'm going: action happening now). Elicit the forms and uses of the tense.
- Go through the theory box and the **Note** box on spelling with Ss. Ask Ss to give more examples using this tense and time expressions.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

- 2 eating      6 taking      10 washing  
3 dropping      7 swimming      11 stopping  
4 sleeping      8 running      12 diving  
5 speaking      9 coming

### 2 **Aim** To practise the present continuous

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

#### Answer Key

- 1 is travelling      6 am meeting  
2 isn't giving      7 are you listening to  
3 are always taking      8 isn't cooking  
4 is spending      9 Are you leaving  
5 are coming      10 is always taking

### 3 **Aim** To practise the present continuous

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

#### Answer Key

- 2 A: Are you doing your homework now?  
B: No, I'm not.  
3 A: Are they playing tennis?  
B: Yes, they are.  
4 A: Are they having lunch now?  
B: No, they aren't.  
5 A: Is he going shopping?  
B: No, he isn't.

### 4 **Aim** To practise the present simple

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

#### Suggested Answer Key

- A: What are you doing these days?  
B: I'm learning English.  
A: What are you doing now?  
B: I'm listening to music.  
A: What are you doing later today?  
B: I'm going to football practice. etc.

### 5 **Aim** To practise the present simple vs the present continuous

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

#### Answer Key

- 1 A: Does Mia usually study ... (habit/routine)  
B: ... is doing ... (action happening now)  
2 A: Is Jack playing (action happening now)  
B: ... often plays ... (habit/routine)  
3 A: ... are you doing ... (action happening now)  
B: ... am reading ... (action happening now)  
4 A: Does the library open ... (programmes and timetables)  
B: ... never opens ... (programmes and timetables)

### 6 **Aim** To practise stative verbs with the present simple vs the present continuous

- Ask Ss to study the **Note** box on stative verbs.
- 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).



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

## Answer Key

- 1 a ... has ... (possesses)  
b ... is having ... (is eating)
- 2 a ... is smelling ... (is sniffing)  
b ... smell ... (can detect with my nose)
- 3 a ... are seeing ... (are meeting)  
b ... see ... (understand)

## 7 To practise the present simple vs the present continuous

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

## Answer Key

- |               |                   |
|---------------|-------------------|
| 1 are staying | 6 aren't swimming |
| 2 are having  | 7 are sitting     |
| 3 love        | 8 am writing      |
| 4 is          | 9 are having      |
| 5 usually go  | 10 Are you having |

## 8 To practise the present simple vs the present continuous

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

## Answer Key

- |                        |                 |
|------------------------|-----------------|
| 1 isn't snowing        | 6 isn't         |
| 2 Are you having       | 7 Do you want   |
| 3 don't like           | 8 don't go      |
| 4 is reading           | 9 aren't having |
| 5 Does you cousin live | 10 surf         |

## 1f Across Cultures

### 1 To listen and read for gist

- Ask Ss to read the title and look at the pictures.
- Elicit Ss' guesses about the places and who lives there.
- Play the recording. Ss listen and read to find out.

## Suggested Answer Key

Gotham City is where Batman/Bruce Wayne lives. Batman is the superhero character from comics,

TV shows and films. The city is dark and dangerous and full of bad people.

Hobbiton is a village in Middle-earth from J.R.R. Tolkien's fantasy books The Lord of the Rings and The Hobbit. The hobbits, small people, live there.

### 2 To read for specific information

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

## Answer Key

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

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

### 3 To create an imaginary city/village

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

## Suggested Answer Key

Stratton is a small town in the fantasy land of Jubilee. People there use horses and donkeys to get around. People live in houses made from mud and sticks. They aren't poor, but they live a simple life.

### 4 To present and practise phrasal verbs with come

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

## Answer Key

- |           |          |      |
|-----------|----------|------|
| 1 up with | 2 across | 3 to |
|-----------|----------|------|

### 5 To listen for specific information (gap fill)

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

## Answer Key

- 1 centre                      3 Palaces                      5 museums  
2 8.5 million                4 Palace

## 6 To consolidate information

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on Ex. 5 following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

### Suggested Answer Key

A: What is the population of the city?

B: It's 8.5 million people.

A: What is the nickname of the city?

B: It's The City of Palaces.

A: What sights are there?

B: The Angel of Independence and the Palace of Fine Arts.

A: What activities can you do there?

B: You can visit art galleries, museums and traditional markets.

## 7 To present an imaginary city

- Read out the task and give Ss time to complete it.
- Ask various Ss to present their imaginary city to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

**name:** Adventure City

**where it is:** somewhere in America

**what is there:** tall buildings, a Town Hall, a City park and lake Zuma

**what the rules are there:** keep the city clean, be friendly and help each other

Hello, everyone!

I'd like to talk about my imaginary city.

Its name is 'Adventure City' and it's somewhere in America. This city is amazing! It has tall buildings, a Town Hall in the centre of the city and a big city park that has a lot of trees. This city also has a lake where people like to go fishing. Its name is Lake Zuma.

The people here keep the city clean and they are very friendly.

## 8 To write a blog entry about a city

- Read out the task and the **Note** box and explain that this tip will help Ss to complete the task successfully.
- Give Ss time to research online and collect information about a city in their country and make notes under the headings provided. Then give Ss time to use their notes to write a blog entry about it.
- 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:** Braşov

**where it is:** central Romania

**population:** 275,000

**what visitors can see and do:** visit the Town Hall Square and the Black Church, go hiking on Mount Tampa, go kayaking in the Danube Delta

Hey everyone!

I'd like to tell you about an amazing city I visit every year.

Braşov is one of the most beautiful cities in Romania. It is in central Romania and it has got a population of 275,000 people.

The city is unique with its medieval buildings. Many people like to visit the Town Hall Square and the Black Church. However, others come to spend time hiking on Mount Tampa or kayaking in the Danube Delta. It's a fantastic place!

Elena\_016, 19/4, 09:54

## Culture Spot (develop research skills)

Read out the **Culture Spot** box and then give Ss time to research online and find out information about a place in their country that appears in a film. Ask Ss to present the places to the class.

### Suggested Answer Key

Romania is a famous film location for adventure or thriller films. Its beautiful landscapes appear in 'The Ghost Rider: Spirit of Vengeance'. In this film, you can see Lake Vidraru, Bucharest, Corvin

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Castle and more. Another film is 'Transporter 3' which shows the streets of the capital of Romania, Bucharest. And let's not forget to admire the beauty of the Carpathian Mountains in 'Cold Mountain'. Romania is a beautiful medieval country with unique buildings and breathtaking landscapes, so it's no surprise why directors like using this country on the big screen.

## 1 CLIL (Citizenship)

### 1 To predict the content of a text, to listen and read for gist

- Ask Ss to look at the advert and elicit Ss' guesses in answer to the questions.
- Play the recording. Ss listen and read to find out if their guesses were correct.

#### **Suggested Answer Key**

*The advert is for an environmental awareness day. Events include an exhibition of recycled art and tree planting.*

### 2 To provide an alternative title & think of a slogan

Elicit Ss' suggestions from around the class.

#### **Suggested Answer Key**

*Title: GET READY TO GO GREEN on 28th June*

*Slogan: "Use a Green-Aid for our future not a grenade!"*

### 3 To consolidate phrasal verbs

- Ask Ss to read the phrasal verbs in bold.
- Give Ss time to match them to the synonyms in the list.
- Check Ss' answers.

#### **Suggested Answer Key**

**check out** – look at

**drop off** – take something somewhere and leave it there

**pick up** – collect

**cut down on** – reduce

- 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 make a leaflet

- Explain the task and ask Ss to work in small groups and research online for suggestions about what people can do to make their neighbourhood green.
- Then give Ss time to prepare a leaflet covering all the points mentioned.
- Alternatively, assign the task as HW.
- Display the leaflets around the classroom.

#### **Suggested Answer Key**

##### **Green Neighbourhood Saturday**

*There are lots of ways to make our neighbourhood green!*

- Using electricity means burning fossil fuels, so we should all try to cut down. Turn off the lights when you are not in a room and don't leave your computer on all night.
- We often don't think about it, but there are water shortages around the world, so we should be careful about the amount we use. Don't use a hosepipe to clean your balcony or yard, turn off the tap when you're brushing your teeth, and have showers instead of baths.
- Most of what ends up in our bins is the packaging that our food comes in. But, if you make smart choices, you can cut down on the amount of food packaging that you put in the rubbish. For example, you could shop at farmers' markets and choose supermarket items that have as little packaging as possible.

### **Think** To expand the topic

- Read out the rubric and give Ss time to consider their answers.
- Then ask various Ss to share their answers with the rest of the class.

#### **Suggested Answer Key**

*I think there could be a bike ride to encourage people to get around without their cars.*

## 1 Project

### 1 To draw a map of one's ideal neighbourhood

- Ask Ss to work in small groups and research online about great neighbourhoods and collect ideas about their ideal neighbourhood for each of the aspects listed.

- Have Ss draw a map and tell their ideas to the rest of the class.

## Suggested Answer Key

*My ideal neighbourhood is a place where the streets have wide pavements and bicycle lanes. There is a park with a playground for children. People say hello to each other and they feel safe. It has a good public transport system, too. It's a place where there are lots of other facilities like a supermarket, a post office, a cinema, a gym and there some nice cafés, too.*

## 2 To listen for specific information

- Play the recording.
- Ss listen and take notes.
- Then elicit which of the ideas in the recording were the same as their ideas.

## Suggested Answer Key

*The recording mentions wide streets and people talking to each other and feeling safe. These are also some of the features of my ideal neighbourhood.*

## 3 To give a presentation on one's ideal neighbourhood

Give Ss time to prepare their presentation and then ask various Ss to present their ideal neighbourhoods to the class.

## Suggested Answer Key

*Good morning everyone! What does your neighbourhood look like? Is it in a busy city or in a quiet village? My ideal neighbourhood is a place in the city where people feel comfortable and safe. There are wide streets, beautiful buildings and a good public transport system. There are lots of facilities such as a supermarket, a post office, a cinema and a gym. Children play in the park while older people enjoy walking or reading their favourite book there in the mornings. Police officers patrol my neighbourhood, so everyone feels safe. Would you like to live in my ideal neighbourhood? I would! Thanks for listening.*

## 4 a) To discuss the value of cooperation

- Ask Ss to read the statements and discuss which ones they agree/disagree with in pairs.
- Then ask various Ss to tell the class.

## Suggested Answer Key

*I agree that working together is fun, it brings people together, it encourages people to talk, it means everyone makes decisions, and it makes the work easier. I disagree that it leads to more mistakes or that it takes more time.*

## b) To express an opinion

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

## Suggested Answer Key

*I think people should work together because more people means more ideas and less work because it is shared.*

## Revision & Evaluation 1

- |   |          |             |            |
|---|----------|-------------|------------|
| 1 | 1 for    | 3 about     | 5 spending |
|   | 2 pocket | 4 amusement |            |

- |   |              |                 |
|---|--------------|-----------------|
| 2 | 1 traffic    | 4 neighbourhood |
|   | 2 population | 5 path          |
|   | 3 transport  |                 |

- |   |         |               |
|---|---------|---------------|
| 3 | 1 works | 4 freezes     |
|   | 2 Are   | 5 is studying |
|   | 3 don't |               |

- |   |                     |               |
|---|---------------------|---------------|
| 4 | 1 never walks       | 4 are staying |
|   | 2 Do you need       | 5 is thinking |
|   | 3 is always talking |               |

- |   |                 |                     |
|---|-----------------|---------------------|
| 5 | 1 rains         | 4 Are they visiting |
|   | 2 are going     | 5 don't like        |
|   | 3 doesn't spend |                     |

- |   |        |           |     |
|---|--------|-----------|-----|
| 6 | 1 west | 3 294     | 5 8 |
|   | 2 57   | 4 website |     |

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 7 | 1 e | 2 a | 3 d | 4 b | 5 c |
|---|-----|-----|-----|-----|-----|

- |   |     |     |      |     |     |
|---|-----|-----|------|-----|-----|
| 8 | 1 W | 2 R | 3 DS | 4 W | 5 R |
|---|-----|-----|------|-----|-----|

# Module 1

9 Hi readers,

*I'm back! I know my last entry was a month ago, but I've got a good reason. Let me tell you about it.*

*I don't live in a little village now; we've got a new house in Bucharest. There are a lot of people here! In fact, Bucharest is the capital city of Romania and has got a population of 1.8 million people! There is so much to see and do. I live in Lipscani, a historic neighbourhood, and I love going for walks. There are lots of shops, restaurants and cafés to visit. The oldest buildings of Bucharest are here. There's a lot of heavy traffic, so the air isn't very clean, but there are lots of interesting things to see!*

*I really like life in Bucharest. What's the place you live in like?*

*Leave a comment!*

## Competences

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



# Truth or Legend? Module 2

## Topic

In this module, Ss will explore the topics of landmarks & materials, weather, natural disasters and feelings.

## Module page

30-31

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for landmarks & materials, to read for cohesion and coherence, to listen for specific information, to act out dialogues about landmarks & materials

**Vocabulary:** Landmarks & Materials (*bricks, stone, metal, concrete, marble*)

## 2a Reading

32-33

**Lesson Objectives:** To listen for gist, to read for specific information (*multiple choice*), to consolidate information in a text, to learn vocabulary for weather, to learn prepositions, to write about a myth related to weather

**Vocabulary:** Weather (*hot, cloudy, snowing, warm, raining, cold, chilly, windy, foggy, thunderstorm, sunny*); Nouns (*competition, angel, spirit, doorstep, smoke*); Phrase (*feel sorry*); Adjectives (*wet, dry*); Verb (*ring*)

## 2b Grammar

34-35

**Lesson Objectives:** To revise/practise the past simple, to learn subject/object questions, to write about the Aztecs

## 2c Vocabulary

36

**Lesson Objectives:** To learn vocabulary for natural disasters & feelings, to talk about natural disasters & feelings, to listen for specific information (*multiple matching*), to talk/write about a natural disaster that has occurred in your country

**Vocabulary:** Natural Disasters (*tsunami, earthquake, flood, fire, tornado*); Feelings (*afraid, terrible, nervous, surprised, tired, worried, brave, bored, scared, sad*)

## 2d Everyday English

37

**Lesson Objectives:** To complete a dialogue, to role play a dialogue narrating an experience, to learn intonation when expressing shock/surprise

## 2e Grammar

38-39

**Lesson Objectives:** To learn/practise the past continuous, to practise the past simple vs the past continuous

## 2f Across Cultures

40-41

**Lesson Objectives:** To listen and read for specific information (*multiple choice*), to form adjectives (*-ing/-ed*), to learn phrasal verbs with *carry*, to listen for specific information (*multiple choice*), to write a story

**Vocabulary:** Nouns (*aftershock, emergency services*); Verb (*shake*); Phrasal Verb (*take off*)

## 2 CLIL (History)

42

**Lesson Objectives:** To read and listen for key information (*matching headings*), to talk about the achievements of ancient Rome, to write about achievements of ancient Greece

**Vocabulary:** Nouns (*achievement, route, accomplishment, concrete, lime*); Adjective (*eternal*)

## Project 2

43

**Lesson Objectives:** To create a poster, to give a presentation on an achievement of the 20th century, to learn about/discuss the value of achievement

## Revision & Evaluation 2

44-45

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to listen for specific information, to practise everyday English, to read for specific information, to write a story

## Module 2

### What's in this module?

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

#### 1 **Aim** To present/practise vocabulary for landmarks & materials; to read for cohesion & 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 stone                      3 bricks                      5 metal  
2 marble                    4 concrete

- Play the video for Ss and elicit their comments.

#### 2 **Aim** To listen for specific information

- Ask Ss to read the texts again and guess which statements are true/false.
- Play the recording. Ss listen and check.

##### Answer Key

*The islanders made the Moai between 1250 and 1500 AD. (True)*

*Phidias designed the Parthenon. (True)*

*The ancient Persians used Yakhchāl to keep ice frozen even in the middle of summer. (True)*

*Trajan's Market was the world's first shopping mall. (False)*

*The Maya used metal tools to build the Temple of Kukulkan. (False)*

#### 3 **Aim** To act out dialogues

- Explain the task and ask two Ss to model the example.
- Then ask Ss to act out dialogues about the landmarks' materials in pairs following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

##### Suggested Answer Key

A: What did they use to make the Parthenon in Athens?

B: They used marble.

A: What did they use to make Yakhchāl in Yazd?

B: They used mud bricks.

A: What did they use to make Trajan's Market in Rome?

B: They used brick and concrete.

A: What did they use to make the Temple of Kukulkan in Yucatán?

B: They used large stone blocks.

### Background Information

**Easter Island** is a Chilean island in the middle of the Pacific Ocean. It is famous for its 887 monumental statues, called moai. They were created by the Rapa Nui people. In 1995, UNESCO named Easter Island a World Heritage Site and much of the island is protected.

**Polynesia** is a region in Oceania of more than 1,000 islands in the Pacific Ocean. The indigenous people who inhabit the islands are called Polynesians.

**Athens** is the capital and the largest city in Greece. It is one of the world's oldest cities and has got lots of ancient monuments and two World Heritage Sites as well as many other monuments. Over 3 million people live there.

**Greece (the Hellenic Republic)** is a country in Southern Europe at the southern tip of the Balkan Peninsula. The capital city is Athens and the population is around 11 million people.

**Yazd** is a historical city which is the capital of Yazd Province in Iran. The population is around 530,000 and it is a UNESCO World Heritage Site.

**Iran** is a country in Western Asia with a population of more than 87 million people. The capital and largest city is Tehran.

**Rome** is the capital city of Italy. It was founded in 753 BC and it is an ancient city with a rich history. It has a population of 4.2 million people. It is a popular tourist destination and it is home to the Colosseum, the Castel Sant'Angelo, St Peter's Basilica, the Trevi Fountain and the Roman Forum.

**Italy** is a country in southern Europe. About 60 million people live there and the capital city is Rome. The people speak Italian and they have a president and a prime minister.

**Yucatán** is a state in Mexico. It has 106 municipalities and its capital city is Mérida. It is located on the north part of the Yucatán Peninsula, south of the Gulf of Mexico.

**Mexico** is a country in North America. 126 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president. The country is known for its oil and silver production.

## 2a Reading

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

- Ask Ss to look at the picture and the title. Then elicit Ss' guesses on the myth.
- Ask Ss to read the dictionary definition.
- Play the recording. Ss listen and read to find out.

#### **Suggested Answer Key**

*I know that the Cloud Shepherds controlled the weather in Polish myths.*

### 2 **Aim** To read for specific information

- Ask Ss to read the text again and then for questions 1-4 choose the correct answer (A-C).
- Give Ss time to complete the task.
- Check Ss' answers.

#### **Answer Key**

1 B      2 C      3 B      4 A

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

### 3 **Aim** To consolidate information in a text

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on the text following the example.

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

#### **Suggested Answer Key**

A: What did Cloud Shepherds look like?

B: Tall, old men with wet clothes.

A: Why was it important to be polite to Cloud Shepherds?

B: They became angry easily.

A: What did they do when they were angry?

B: They sent bad weather to destroy crops, damage houses and make travellers lose their way.

A: What did Cloud Shepherds eat?

B: Smoke.

A: How did they start fires?

B: They threw lightning down from the sky to Earth.

### 4 **Aim** To present vocabulary for the weather

- Direct Ss to the pictures and explain the types of weather.
- Give them time to fill in the missing word in the sentences.
- Check Ss' answers.

#### **Answer Key**

|           |           |        |
|-----------|-----------|--------|
| 2 cold    | 4 snowing | 9 warm |
| 3 raining | 6 cloudy  | 11 hot |

### 5 **Aim** To talk about the weather

- Direct Ss to the picture.
- Elicit answers to the question for each day of the week from Ss around the class.

#### **Suggested Answer Key**

*It's Sunday today. It's sunny.*

*It's Monday today. It's cloudy.*

*It's Tuesday today. It's foggy.*

*It's Wednesday today. It's raining.*

*It's Thursday today. It's snowing.*

*It's Friday today. There's a thunderstorm.*

*It's Saturday today. It's warm.*

### 6 **Aim** To learn prepositional phrases

- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers.

## Module 2

### Answer Key

1 for 2 to 3 in 4 on

### 7 **Aim** To write a short text about a myth

- Explain the task and ask Ss to look up information on a myth related to weather from their country.
- Assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

*According to a Romanian myth the Solomonars are great sorcerers of storms and winds and creators of the frost, mist and hail. People say that they are tall, red-haired men that always have their Magic Book with them and hold a piece of wood in their hands in order to call the winds. A Solomonar sometimes appeared to humans and tested their kindness. If the person he appeared to refused to help him, then he would bring thunderstorms to destroy the person's crops, but if the person helped him then he would give many gifts.*

**The weather forecast for next week says there'll be snow and temperatures below 0°C. What can you do to protect yourselves?**

Give Ss time to consider their answers and then ask various Ss to share their opinions with the class.

#### Suggested Answer Key

*The first thing we should do is to try and stay indoors. Make sure that we have the heating on and always have an alternative heating source in case of a power out. Don't forget about the water pipes. They can easily freeze and you could run out of water, so what we should do is to let the faucets drip even overnight in order to keep the water running. Now, if we need to go out we should always wear layers of clothing to keep us warm and especially keep our hands and feet warm to avoid frostbite. Last but not least, remember to hydrate your body and try to avoid sweating.*

## 2b Grammar

### 1 **Aim** To present/practise the past simple

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and its uses. (*played, didn't*

*know: past simple – past state*). Elicit forms in affirmative/negative/interrogative.

- Go through the theory with Ss.
- Refer Ss to the **Note** box section for spelling rules.
- Explain and give Ss time to do the task.
- Check Ss' answers around the class.

#### Answer Key

|              |              |              |
|--------------|--------------|--------------|
| 2 walked (R) | 6 spoke (I)  | 10 went (I)  |
| 3 sang (I)   | 7 looked (R) | 11 tried (R) |
| 4 saw (I)    | 8 kept (I)   | 12 slept (I) |
| 5 wrote (I)  | 9 lived (R)  |              |

### 2 **Aim** To practise the past simple

- Explain the task and use the verbs from Ex.1.
- Give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

|         |          |         |
|---------|----------|---------|
| 1 lived | 4 wrote  | 7 slept |
| 2 went  | 5 sang   | 8 spoke |
| 3 saw   | 6 walked |         |

### 3 **Aim** To practise the past simple

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

#### Answer Key

|                 |                |
|-----------------|----------------|
| 1 Did you visit | 4 didn't drive |
| 2 didn't play   | 5 Did they go  |
| 3 took          |                |

### 4 **Aim** To practise the past simple

- Explain the task and ask two Ss to model the example.
- Then ask Ss to act out dialogues using the verbs from the list in pairs following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

#### Suggested Answer Key

A: Did you read a book?

B: Yes, I did.

A: Did you listen to music?

B: No, I didn't. etc

## 5 a) **Aim** To practise the past simple

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

### Answer Key

|               |               |               |
|---------------|---------------|---------------|
| 1 built       | 6 left        | 11 knew       |
| 2 didn't have | 7 arrived     | 12 discovered |
| 3 carried     | 8 didn't want | 13 shared     |
| 4 lived       | 9 hid         | 14 became     |
| 5 looked      | 10 found      | 15 won        |

## b) **Aim** To practise the past simple (Interrogative) and comprehension to the text.

- Explain the task.
- Give Ss time to write the questions and answers in their notebooks.
- Check Ss' answers.

### Answer Key

- Who built Machu Picchu?  
*The Inca built Machu Picchu.*
- What did Machu Picchu look like?  
*Machu Picchu looked like a small town.*
- How long did the Inca live in Machu Picchu?  
*The Inca lived in Machu Picchu for 80 years.*
- When did Hiram Bingham discover Machu Picchu?  
*Hiram Bingham discovered Machu Picchu in 1911.*
- What did Machu Picchu win in 2007?  
*In 2007, Machu Picchu won a place on the New Seven Wonders of the World list.*

- Play the video for Ss and elicit their comments.

## 6 **Aim** To understand timeline

- Read the text in Ex.5a again carefully and find all the dates.
- Then, explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

### Answer Key

1450 – Machu Picchu was built  
80 years later the Inca left Machu Picchu (1530)  
1911 – Hiram Bingham discovered Machu Picchu  
1983 – Machu Picchu became a UNESCO World Heritage Site

2007 – Machu Picchu won a place on the New Seven Wonders of the world list.

## 7 **Aim** To present/practise subject/object questions

- Write/Show the examples in the theory box on the board. Explain that in the first example the question refers to the subject of the statement whereas in the second example it refers to the object of the statement. Ask Ss to compare the two questions. (Subject questions: verb in affirmative form – Object questions: verb in question form) Read out the **Note** box to understand intonation when you ask a question.
- Explain the task and read out the example.
- Ask Ss to complete the task.
- Allow Ss some time to do the task in closed pairs.
- Check Ss' answers.

### Answer Key

- What did the fire destroy?
- Who called the fire brigade?
- Whose house collapsed in the earthquake?

## **Aim** To develop research skills

- Explain the task and ask Ss to work in pairs to look up information about the Aztecs.
- Assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

The Aztecs built their empire in Mesoamerica (central & southern Mexico) around the beginning of the 13th century. They were the ones who invented chocolate and took really good care of their land. The Aztecs were not only good farmers; they were great warriors as well. They grew their empire by influencing many city states and getting them under their control. They also thought it was very important to educate their children in order to grow their empire, but not everyone had the same education. Rich children went to specific schools to learn astronomy, philosophy, history and maths whereas children that were from lower classes were trained as warriors or farmers. Young girls didn't go to school; they only had to learn how to take care of a household. Sadly, the Aztecs were defeated by the Spanish two centuries later.



## Module 2

People today can visit the Teotihuacan (Pyramid of the Sun) which is in Mexico City. This is one of the remains of the Aztec civilisation and still has many unsolved mysteries surrounding it.

### 2c Vocabulary

#### 1 To present vocabulary for natural disasters

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

#### 2 To practise new vocabulary

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

##### Answer Key

- |         |              |
|---------|--------------|
| A FIRE  | C EARTHQUAKE |
| B FLOOD | D TSUNAMI    |

#### 3 To listen for specific information (multiple matching)

- Explain the task and ask Ss to listen to the reports/dialogues carefully.
- Play the recording, twice if necessary. Ss listen and choose one of the disasters listed for each report/dialogue.
- Check Ss' answers.

##### Answer Key

- 1 flood      2 tsunami      3 earthquake

#### 4 To present/practise vocabulary for feelings

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task and check their answers.
- Then ask various Ss around the class to make a sentence using the other word.

##### Answer Key

- |             |         |          |
|-------------|---------|----------|
| 1 afraid    | 3 tired | 5 scared |
| 2 surprised | 4 brave |          |

##### Suggested Answer Key

- 1 There was a **terrible** thunderstorm last night.  
2 I always feel **nervous** during thunderstorms.

3 We're **worried** about the fire in the national park.

4 I was **bored** because the film wasn't interesting.

5 Sheila was **sad** because it was raining hard and she couldn't go jogging.

#### 5 To practise vocabulary for feelings; to describe a natural disaster

- Explain the task.
- Give Ss time to consider their answers and elicit answers from Ss around the class.

##### Suggested Answer Key

###### Shaky classroom

One day, I was at school. I was at my desk in my Maths lesson. Suddenly, the classroom started shaking. The teacher told us all to get under our desks. We were afraid, but soon the shaking stopped. Our teacher took us outside because she thought another small earthquake could happen. I felt a bit nervous about that, and I was glad we were outside. We waited on the school field until our parents came to pick us up. I was happy to see my dad when he arrived.

### Culture Spot (develop research skills)

Read out the information in the box and then give Ss time to research online and find out about a disaster in their country. Ask Ss to present the disaster to the class.

##### Suggested Answer Key

Earthquakes usually strike Romania, especially in the town of Vrancea. The most catastrophic earthquake was on 4th March 1977. It had a magnitude of 7.2 and lasted about 55 seconds. This earthquake was the deadliest ever recorded in Romania. It killed about 1,578 people and nearly 32,900 buildings were destroyed. Consequently 35,000 families were left without a home. This earthquake is known in Romania as the Vrancea earthquake or the Svishtov earthquake.

- Play the video for Ss and elicit their comments.

### 2d Everyday English

#### 1 a) To predict the content of a dialogue

Ask Ss to read the phrases and then guess what type of accident happened in the dialogue.

## Suggested Answer Key

I think the dialogue is about a tree falling onto a library.

### b) **Aim** To complete a dialogue

- Ask Ss to read the dialogue and then complete the gaps with the sentences (A-E).
- Remind Ss that there is one extra sentence.

#### Answer Key

1 E      2 A      3 D      4 C      5 B

### c) **Aim** To listen for confirmation

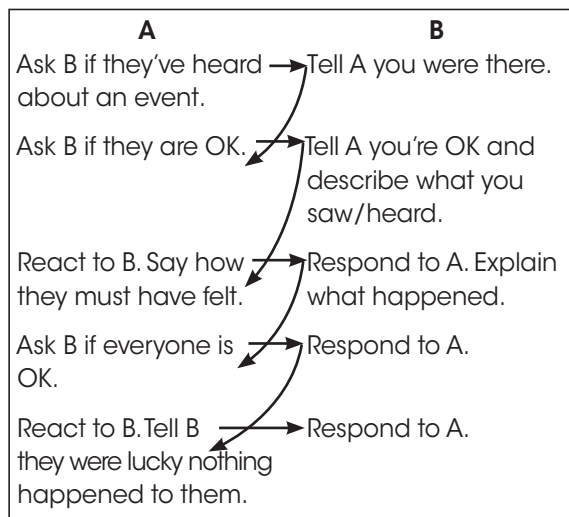
Play the recording for Ss to listen and check their answers to Ex. 1b.

#### Suggested Answer Key

Yes, my guess was correct. A tree fell onto a library, but I didn't guess that it happened because of a tornado.

## 2 **Aim** To role play a dialogue narrating an experience

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as the headline to complete the task.



- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

## Suggested Answer Key

A: Hey, Daniel. Did you hear about the earthquake at your school?

B: Well, I didn't just hear about it, I was there.

A: Really? Are you OK?

B: I'm OK now, but it was terrible. I was doing some Maths exercises at the homework club when the ground started shaking.

A: Seriously? I bet you were scared.

B: I was! Books fell off the shelves and our teacher's water glass fell off her desk and smashed!

A: How terrible! Was anyone hurt?

B: No, we were all OK.

## Intonation

### **Aim** To learn intonation when expressing shock/surprise

- Play the recording and ask Ss to listen and underline the stressed syllables.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### Answer Key

|                                            |                      |
|--------------------------------------------|----------------------|
| 1 That's <u>horrible</u> !                 | 4 No <u>way</u> !    |
| 2 What a <u>terrible</u> <u>accident</u> ! | 5 How <u>awful</u> ! |
| 3 Oh <u>dear</u> !                         | 6 Oh <u>no</u> !     |

## 2e Grammar

### 1 **Aim** To present/practise the past continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and its uses in the affirmative. (*was sleeping* – an action in progress when another action interrupted it, *were watching* – an action in progress at a specific time in the past). Elicit forms in the affirmative.
- Go through the theory with Ss.
- Refer Ss to the **Note** box for more information.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

|                |                      |
|----------------|----------------------|
| 1 were working | 4 were having        |
| 2 was reading  | 5 was still sleeping |
| 3 was playing  | 6 were talking       |

## Module 2

### 2 **Aim** To present/practise the past continuous

- Ask two Ss to read the cartoon again. Ask Ss to identify the tense in the negative. (*wasn't sleeping*).
- Go through the theory with Ss and elicit forms in the negative.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 *was listening to music at 6 pm.*
- 2 *wasn't chatting online at 6 pm.*
- 3 *wasn't watching TV at 7 pm.*
- 4 *weren't sleeping at 7 pm.*
- 5 *wasn't doing (her) homework at 7:30 pm.*
- 6 *were having a snack at 8 pm.*

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

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense. [*Were you sleeping (interrogative), No, I wasn't. (short answer), was reading (affirmative)*]. Elicit forms in the interrogative & short answers.
- Go through the theory with Ss.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 *Was Justin sleeping ... , ... he wasn't.*
- 2 *Were the children watching ... , ... they were.*
- 3 *Was Lucy cooking ... , ... she wasn't.*
- 4 *Were you going ... , ... I was.*

### 4 a) **Aim** To practise the past simple and the past continuous

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

#### Answer Key

- |                       |                          |
|-----------------------|--------------------------|
| 1 <i>happened</i>     | 7 <i>was screaming</i>   |
| 2 <i>was studying</i> | 8 <i>grabbed</i>         |
| 3 <i>heard</i>        | 9 <i>ran</i>             |
| 4 <i>opened</i>       | 10 <i>looked</i>         |
| 5 <i>saw</i>          | 11 <i>were spreading</i> |
| 6 <i>was standing</i> | 12 <i>put out</i>        |

### b) **Aim** To practise asking and answering questions in the past simple/continuous

- Explain the task and ask Ss to ask and answer questions in pairs.
- Give Ss time to do the task.
- Monitor the activity around the class.

#### Suggested Answer Key

- A: *What was Ben doing when he heard the noise?*  
 B: *Ben was studying in his room.*  
 A: *What did he see when he opened the door?*  
 B: *He saw smoke at the end of the corridor.*  
 A: *Who was standing outside?*  
 B: *Old Mrs Galton was standing outside.*  
 A: *Where was the fire?*  
 B: *It was in the kitchen.*  
 A: *How did Ben put out the fire?*  
 B: *He used a fire extinguisher.*

## 2f Across Cultures

### 1 **Aim** To introduce the topic of a text; to predict the content of a text and to listen and read for key information

- Ask Ss to read the first paragraph and look at the pictures.
- Elicit Ss' guesses as to why Jamie only stayed one night.
- Play the recording. Ss listen and read the text to find out.

#### Suggested Answer Key

*Jamie only stayed one night in Kaikoura because there was an earthquake.*

### 2 **Aim** To read for specific information (multiple choice)

- Give Ss time to read the questions (1-3) and the answer choices and then read the text again.
- Ask Ss to choose their answers according to what they read.
- Check Ss' answers. Ss justify their answers.

#### Answer Key

- 1 A                      2 C                      3 C

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

## 3 **Aim Think** To develop thinking skills

- Give Ss time to come up with illustrations and a new version of Jamie's story.
- Ask various Ss to share their answers with the class.
- Assign the task as HW and check Ss' answers in the next lesson.

### **Suggested Answer Key**

*My holiday in Kaikoura was scary. As I was getting ready to go for a walk in the sun, I felt the ground shaking and I saw a crowd of people running up the hill. They were screaming that a tsunami was going to hit the city and we should run to safety. They were right! I saw from afar a giant wave approaching the shore. When we reached the top of the hill, emergency helicopters picked us up and brought us to safety. What a relief!*

## **Aim** To develop research skills

Read out the rubric and then give Ss time to research online and collect information about ways to protect ourselves in case of an earthquake. Ask Ss to present their research in class.

### **Suggested Answer Key**

*The first thing we should do is to make sure heavy objects are secure and can't move easily, watch what we put on our shelves and try not to have any heavy objects above our beds, because you never know when an earthquake may happen. Then, during an earthquake, we must take cover in the nearest space. If we are indoors, we should duck under a sturdy piece of furniture, cover ourselves with one hand and hold the furniture with the other. Then, we should stay there until the earthquake is over. Another solution is to stand in any doorway of the house which is one of the strongest parts of a building and brace ourselves on the door until the earthquake is over. If we are outdoors, we should do the same thing with any shelter we find close to us. Last but not least, remember that after the major earthquake come the aftershocks which can be dangerous, so it is safer to stay put for a few minutes.*

## 4 **Aim** To practise word formation (-ing/-ed adjectives)

- Ask Ss to read the **Note** box and give them time to complete the task.
- Check Ss' answers.

### **Answer Key**

1 worried      3 excited      5 tired  
2 boring      4 interesting

## 5 **Aim** To present and practise phrasal verbs with carry

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

### **Answer Key**

1 off      2 out      3 on

## 6 a) **Aim** To listen for key information/order of events

- Explain the task and ask Ss to look at the pictures and think about what is happening in each one. Ask Ss to think of words related to each picture.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

### **Answer Key**

1 C      2 A      3 D      4 B

## b) **Aim** To listen for key information (note taking)

- Play the recording again and Ss take notes under the headings provided.
- Give Ss time to compare their notes and check their answers.

### **Answer Key**

who: Paul and his parents  
when: one day on holiday  
where: a beach  
what happened: They heard people screaming and saw the sea coming in. It was a tsunami.



- Ask Ss to read the words/phrases in the list and then retell Paul's story using them and the pictures to help them.
- Ask Ss to narrate the events in the order they happened.

### Suggested Answer Key

Paul was walking on the beach with his parents when he heard people screaming. He saw a tsunami was coming. He and his family started running back to the hotel. They were very scared. Then a helicopter came and they climbed into it. It flew away to safety. Paul and his family felt lucky to be alive.



- Read out the **Note** box.
- Explain the task and give Ss time to write a story from Paul's point of view about what happened to him.
- Tell Ss to use the pictures in Ex.6 and their answers in Ex. 7 to help them. Remind Ss to use past tenses. Point out that Ss need to set the scene (*who, when, where, what*) in the first paragraph, then present the events in the order they happened. Ss end their story describing what happened in the end & main characters' feelings.
- Ask various Ss to read their stories to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

*Last year, my parents and I were on holiday. One day, we were walking along the beach. Suddenly, we heard people screaming. I looked up and saw a huge wave. "It's a tsunami!" said Mum. We ran towards the hotel. We made it to our room just in time. From our balcony, we saw the sea cover the land. Houses and boats went past the hotel. I was very scared. Finally, a helicopter came to rescue us. As we were flying away, I looked down. The tsunami destroyed nearly everything. I felt lucky to be alive.*

## 2 CLIL (History)



Ask Ss to read through the text and then elicit an achievement of the ancient Romans from various Ss around the class.

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

*They built buildings with Roman concrete and we can still see them today.*

a) **A**

- Ask Ss to read the text again and match the headings to the paragraphs. Remind Ss that one heading is extra.
- Then play the recording and Ss listen and check their answers.

## Answer Key

1 C                      2 A

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

b) **A**

- Ask Ss to explain the words in bold using their dictionaries as necessary.
- Check Ss' answers around the class.

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

*last (v) – to exist for a period of time*

*admire (v) – to respect*

*huge (adj) – very big*

*realised (v) – to understand something*

*see (v) – to observe with your eyes*



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

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

*I was impressed that the Roman Empire covered over one million square miles. I was also impressed that the ancient Romans had over 50,000 miles of road, and that they used concrete over 2,100 years ago.*



## **Aim** To develop research skills

- Give Ss time to research online and collect information about ancient Greece and the achievements of this time.
- Then ask Ss to use the information to write a text about the achievements.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and have Ss present their texts in the next lesson.

### **Suggested Answer Key**

#### **The Achievements of Ancient Greece**

Ancient Greece was a civilisation which lasted from around 2000 BCE to 146 BCE. The ancient Greeks achieved a lot in culture, science and sport.

In the first place, the ancient Greeks wrote books and plays which people still read today, such as *The Iliad* and *The Odyssey*. Ancient Greek myths are still popular, too, and the characters appear in TV shows, books and films. In addition, a lot of modern languages use Greek words, especially in science and medicine.

The ancient Greeks had lots of new ideas about Maths. Students still learn about the ideas of famous ancient Greek mathematicians like Pythagoras, Euclid and Archimedes. The ancient Greeks developed astronomy and made the first 3D models of the planets. They made huge advances in medicine, too. We still call Hippocrates the 'father of medicine'. Furthermore, the ancient Greeks gave us the Olympics. They thought that sports brought people together in peace, and this is the reason we continue to organise the Olympics today.

These are just some of the achievements of ancient Greece that changed the world.

## **2 Project**

### **1 Aim** To create a poster

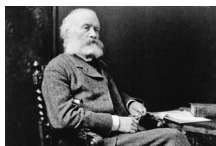
- Give Ss time to research online for information about six achievements of the 20th century and prepare a poster.
- Then, tell Ss to write a few words under each picture, as in the examples.
- Ss should put the events in chronological order.

### **Suggested Answer Key**

#### **Achievements of the 20th Century**



In 1927, Henry Ford invented the Model T. It was the first car that ordinary people could afford.



In 1928, Alexander Fleming discovered penicillin. It fights bacterial infections and has saved millions of people's lives.



In 1932, Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.



In 1990, Tim Berners-Lee introduced the World Wide Web to the public. It allowed people to connect to the Internet.



In 1994, the UK and French governments opened the Channel Tunnel. It connected England and France through a tunnel under the sea.



In 1994, Nelson Mandela helped end apartheid in South Africa and the country had its first elections in which black people could vote.

### **2 Aim** To give a presentation on a 20th-century achievement

- Explain the task and ask Ss to choose one of their achievements from Ex.1 and collect more information about it. Ss then prepare a presentation to give to the class.
- Ask various Ss to present their chosen achievement to the class adding slides if they wish and even videotape themselves.

### **Suggested Answer Key**

Good afternoon everyone. Every century has its firsts, doesn't it? Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean. Before the flight, Earhart was a famous pilot, but no one thought it

## Module 2

was possible for her to fly on her own across the Atlantic. She set off on her journey from Harbour Grace in Newfoundland in Canada. She had been flying for 14 hours and 56 minutes when she landed in a field in Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA. Are there any questions? Thank you for listening.

### 3 To explain quotations and discuss the value of achievement

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

#### Suggested Answer Key

*I think the quotation means that you have to take risks to achieve something important.*

### 4 Think To express an opinion on the value of achievement

- Explain the meanings of any unknown words in the list and then give Ss time to consider their answers and discuss in pairs.
- Elicit answers from various Ss around the class.

#### Suggested Answer Key

A: *I believe that to achieve great things you need to have a lot of different qualities.*

B: *I agree. You need to be brave because you risk wasting a lot of time and effort if you fail.*

A: *Yes. Also, you need to be patient, because your achievement might need a lot of time.*

B: *That's true and you also need to be strong to continue on your path despite problems.*

A: *Also, you need to be talented and clever so that you can find the quickest and easiest path towards your goal.*

- |   |                      |                     |
|---|----------------------|---------------------|
| 3 | 1 built              | 4 hid               |
|   | 2 didn't go          | 5 didn't use        |
|   | 3 did he leave       |                     |
| 4 | 1 was swimming       | 4 Were you sleeping |
|   | 2 wasn't eating      | 5 was blowing       |
|   | 3 wasn't working     |                     |
| 5 | 1 Was Penny chatting | 4 was studying      |
|   | 2 left               | 5 didn't go         |
|   | 3 was shining        |                     |

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

- 7 1 e 2 a 3 d 4 c 5 b

- 8 1 A 2 B 3 C

9 On 13th June, Tom Smith was on holiday in Scotland when he decided to visit Loch Ness. He knew a lot about the monster there and wanted to get a picture of it. It rained in the morning, but when he arrived, the sun was shining.

Then, around half an hour later, he spotted the monster! It had a long neck and its head was like a dinosaur's. Tom tried to get a photo of the monster, but he was so excited that he dropped his phone on the ground.

There was no one else there, so no one believed that he saw the monster. But he's sure he saw something in the lake that day. Was it the Loch Ness Monster?

Leave a comment!

### Competences

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

### Revision & Evaluation 2

- 1 1 clouds 3 storm 5 on  
2 fog 4 to

- 2 1 in 3 earthquake 5 scared  
2 tired 4 brave

# Fit for life **Module 3**

## Topic

In this module, Ss will explore the topics of activities & sports and health problems.

## Module page

**46-47**

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for activities & sports

**Vocabulary:** Activities & Sports (*gymnastics, escape games, parkour, go-karting, online/video/computer games, laser tag, rollerblading, bowling*)

## 3a Reading

**48-49**

**Lesson Objectives:** To listen and read for gist, to read for key information (*multiple matching*), to learn phrases with do, have, make, take, to learn prepositions, to talk about escape rooms, to listen for key information (*multiple matching*), to write a comment on a blog

**Vocabulary:** Nouns (*tomb, clue, relief*); Verb (*shake*); Phrase (*get the hang of*); Adjective (*hooked*)

## 3b Grammar

**50-51**

**Lesson Objectives:** To learn/practise the present perfect, to learn/practise the difference of have been and have gone

## 3c Vocabulary

**52**

**Lesson Objectives:** To learn health problems & what to do

**Vocabulary:** Health problems (*a headache, a sore throat, a stomach ache, a temperature, a cold, a runny nose, dry eyes, backache*); Phrases (*drink mint tea, have a lozenge, take an aspirin/a painkiller/medicine, use some eye drops, use a nasal spray*)

## 3d Everyday English

**53**

**Lesson Objectives:** To complete a dialogue, to role play a dialogue discussing a health problem, to learn the pronunciation of silent letters

## 3e Grammar

**54-55**

**Lesson Objectives:** To learn/practise time adverbs with the present perfect, to learn/practise the present perfect vs the past simple, to learn/practise the present perfect continuous and to learn the present continuous vs the present perfect continuous

## 3f Across Cultures

**56-57**

**Lesson Objectives:** To listen and read for specific information, to read for key information (*multiple choice*), to present a sports event, to listen for specific information (*gap fill*), to learn phrasal verbs with put and to write a blog entry

**Vocabulary:** Verbs (*compete, encourage*); Noun (*sprint*); Phrases (*group stretching, obstacle course*)

## 3 CLIL (PHSE)

**58**

**Lesson Objectives:** To listen and read for gist, to read for detailed understanding, to give a presentation on ways to protect ourselves from germs

**Vocabulary:** Nouns (*germ, nutrient*); Verbs (*sneeze, rub, rinse*)

## Project 3

**59**

**Lesson Objectives:** To do a quiz, to make a leaflet of dos and don'ts for having a healthy lifestyle, to give a presentation on how to have a healthy lifestyle, to learn about/discuss the value of health

## Revision & Evaluation 3

**60-61**

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to listen for specific information, to practise everyday English, to read for specific information, to write a short blog post

# 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 module will cover.

### 1 To present vocabulary for activities & sports

- Ask Ss to look at the pictures and give them time to complete the task.
- Check Ss' answers.
- Play the recording. Ss listen and check their answers and repeat.

#### Answer Key

- 1 do gymnastics
- 2 play escape games
- 3 do parkour
- 4 go go-karting
- 5 play online/video/computer games
- 6 play laser tag
- 7 go rollerblading
- 8 go bowling

### 2 a) To listen for specific information

- Explain the task and read out the example.
- Give Ss time to consider their answers and then elicit various answers from Ss around the class

#### Suggested Answer Key

*I usually go bowling with my friends on Friday evenings. I do gymnastics twice a week. I sometimes play online games.*

### b) To express a preference

- Explain the task and read out the example.
- Give Ss time to consider their answers and then elicit various answers from Ss around the class.

#### Suggested Answer Key

*I'd like to do parkour because it looks fun. I'd like to play laser tag, too. I wouldn't like to go rollerblading because I think I would fall over.*

- Play the video for Ss and elicit their comments.

## 3a Reading

### 1 To listen and read for gist

- Ask Ss to read the title and the first paragraph.
- Elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and read and find out.

#### Suggested Answer Key

*The blog post is about the first time a boy and his friends visited an escape room.*

### 2 To read for key information (multiple choice)

- Give Ss time to read the text again and choose the correct items in the sentences.
- Check Ss' answers.

#### Answer Key

- 1 with more than one friend
- 2 historical
- 3 Gemma

- 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 comprehension of a text and reference

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

#### Answer Key

- |                    |               |
|--------------------|---------------|
| 1 a Pharaoh's tomb | 3 Gemma       |
| 2 Tom              | 4 escape room |

### DESIGN YOUR OWN ESCAPE ROOM (develop creative skills)

- Divide the class into small groups and give Ss time to think of a theme for an escape room and any related games/puzzles.
- Ask the different groups to tell the rest of the class.

#### Suggested Answer Key

*Our escape room is like a room in a castle. You need to find where the treasure is to escape from it. You have to look for clues to find where the treasure is. Then, you have to put wooden blocks together correctly to make the shape that is in a*

picture on the wall. This opens the box where the treasure is. In the same box there's the key to help you escape.

## 4 **Aim** To present and practise phrases with *do, have, make, take*

- Read out the **Note** box.
- Explain the task and give Ss time to complete it and then tell them to check their answers in their dictionaries.
- Then have Ss make sentences with five of the phrases.
- Elicit answers from Ss around the class.

### Answer Key

1 take 2 have 3 do 4 make

### Suggested Answer Key

- 1 I take a break every half an hour when I'm doing my homework.
- 2 I always have a great time when I go rollerblading with my friends.
- 3 I had a chat with my cousin on the phone last night.
- 4 I don't like doing chores.
- 5 I don't make a noise when I get up in the morning because my dad is still sleeping.

## 5 **Aim** To practise prepositions

- Explain the task and give Ss time to complete it and then tell them to check their answers in their dictionaries.
- Ask Ss to have a section in their notebooks and list all words that go with prepositions in alphabetical order. Ask Ss to revise regularly and learn words with prepositions together.

### Answer Key

1 of 2 in 3 at 4 on

## 6 **Aim Think** To express an opinion; to develop critical thinking skills

Ask Ss to discuss the question in small groups and then ask some groups to share their opinions with the class.

### Suggested Answer Key

*Escape rooms are popular with teens because they are fun but difficult. Racing against the clock*

*makes it very exciting! Teens like solving puzzles and working together under pressure – it's like a computer game in real life!*

## 7 **Aim** To listen for key information (multiple matching)

- Explain the task and ask Ss to read the lists of names and themes. Point out that all the themes will be mentioned in the recording but only five will be used in Ss' answers. Check if Ss have any unknown words.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers. You can play the recording with pauses for Ss to check their answers.

### Answer Key

1 d 2 e 3 f 4 b 5 c

## 8 **Aim** To write a comment to post on a blog

- Give Ss time to write the comment and then ask various Ss to read it out to the class.
- Alternatively, assign this task as HW.

### Suggested Answer Key

*Great entry, Tom! My name's Maria and I went to an escape room just last week. It was my first time too and I had an amazing time! The theme was a prison. Some bad guys locked us in there and we had an hour to escape! I was with three friends from school and we worked together really well. In the end, we got out after just 45 minutes, and the man who was running the game said it was one of the fastest times! I really enjoyed the escape room because we had to keep moving and thinking for the whole time.*

*Posted by: Maria 16\_197, 13/7, 22:00*

## 3b Grammar

### 1 **Aim** To the present perfect; to practise past participles

- Ss' books closed. Say then write on the board: *I have worked hard today.* Underline: have worked.
- Explain that this verb is in the present perfect and elicit the form (affirmative: *have/has + past participle*).



## Module 3

- Explain that the past participles of regular verbs are formed by adding -ed to the end of the verb and that irregular verbs have their own forms. Refer Ss to the list of Irregular verbs at the back of the book.
- Explain that we use the present perfect to talk about actions that started in the past and continue up to the present (*I've worked here since 2015.*), completed past actions with results we can see in the present (*I'm tired. I've studied a lot today*) and experiences (*I've been to Hawaii.*).
- Ss open their books. Ask Ss to read the table and the cartoon.
- Elicit examples of the present perfect from the cartoon (*'ve just finished*: present perfect -affirmative).
- Read out the **Note** box for the uses of Present Perfect.
- Give Ss time to complete the task. Refer Ss to the list of the irregular verbs at the back of their books.
- Check Ss' answers.

### Answer Key

|           |           |        |
|-----------|-----------|--------|
| 2 run     | 5 seen    | 8 won  |
| 3 changed | 6 written | 9 swum |
| 4 enjoyed | 7 gone    |        |

### 2 To practise the present perfect affirmative

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

### Answer Key

|               |                |
|---------------|----------------|
| 2 has swum    | 5 has broken   |
| 3 has won     | 6 have changed |
| 4 has written |                |

### 3 To distinguish between *has/have been* and *has/have gone*

- Explain that with the present perfect we can use both been and gone. Explain that been is the past participle of be and gone is the past participle of go.
- Read out the **Note** box for uses of have been/ have gone.
- Give Ss time to complete the sentences and then check their answers.

### Answer Key

2 has been      3 have been      4 has gone

### 4 To present/practise the present perfect negative

- Ss' books closed. Say then write on the board: *Tom hasn't worked hard today.* Underline: hasn't worked.
- Explain that this verb is in the present perfect and elicit the form (negative: *haven't/hasn't* + past participle).
- Ss open their books. Ask Ss to read the table and the cartoon again.
- Elicit examples of the present perfect from the cartoon (*haven't finished*: present perfect -negative).
- Explain the task and read out the example.
- Give Ss time to complete the sentences then check Ss' answers.

### Answer Key

|                  |                 |
|------------------|-----------------|
| 2 haven't spoken | 5 hasn't played |
| 3 hasn't read    | 6 haven't done  |
| 4 haven't seen   |                 |

### 5 To present/practise the present perfect interrogative

- Explain that the interrogative of present perfect is with have/has + personal pronoun/ noun + past participle.
- Explain/Elicit that we form short answers with Yes/No + personal pronoun + have/has/ haven't/hasn't.
- Ask Ss to read the table and the cartoon.
- Elicit examples of the present perfect from the cartoon (*Have you been*: present perfect -interrogative, *No, I haven't*: present perfect - short answer).
- Explain the task and read out the example.
- Give Ss time to complete the sentences then check Ss' answers.

### Answer Key

- 2 A: *Have you ever played computer games online?*  
B: *Yes, I have./No, I haven't.*
- 3 A: *Have you ever won a sports competition?*  
B: *Yes, I have./No, I haven't.*

- 4 A: Have you ever swum in the sea?  
B: Yes, I have./No, I haven't.
- 5 A: Have you ever watched a live football match?  
B: Yes, I have./No, I haven't.
- 6 A: Have you ever done gymnastics?  
B: Yes, I have./No, I haven't.

## 6 **Aim** To practise the present perfect

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

### Answer Key

- 2 Have you seen                      4 haven't visited  
3 has taught                        5 Has Beth left

**Your partner is on holiday. Find out what he/she has/hasn't done.**

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

### Suggested Answer Key

- A: Have you tried local dishes?  
B: No, I haven't.  
A: Have you taken photos of the famous landmarks?  
B: Yes, I have. etc

## 3c Vocabulary

### 1 a) **Aim** To present new vocabulary

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

### b) **Aim** To present vocabulary on health problems

- Ask Ss to look at the pictures (1-8) and then read what to do to feel better a-e.
- Give Ss time to match the health problems to the solutions and then check Ss' answers around the class.

### Answer Key

- 1 c                      3 a                      5 c                      7 d  
2 b                      4 c                      6 e                      8 c

## 2 **Aim** To talk about health problems

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

### Suggested Answer Key

- A: What's wrong with Anna?  
B: She's got a sore throat.  
A: Has she taken anything for it?  
B: Yes, she's had a lozenge.
- A: What's wrong with Mark?  
B: He's got a stomach ache.  
A: Has he taken anything for it?  
B: Yes, he's drunk mint tea.

- A: What's wrong with Mike?  
B: He's got a temperature.  
A: Has he taken anything for it?  
B: Yes, he's taken an aspirin. etc

## 3d Everyday English

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

Ask Ss to read the phrases/sentences and then guess what the dialogue is about.

### Suggested Answer Key

I think the dialogue is about someone with a health problem.

### b) **Aim** To complete a dialogue

Ask Ss to read the dialogue and then complete the gaps with the sentences (A-E).

### Answer Key

- 1 D                      2 E                      3 B                      4 A                      5 C

### c) **Aim** To listen for confirmation

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

### Suggested Answer Key

Yes, I guessed the person had a health problem, but I didn't know that the health problem was a headache.

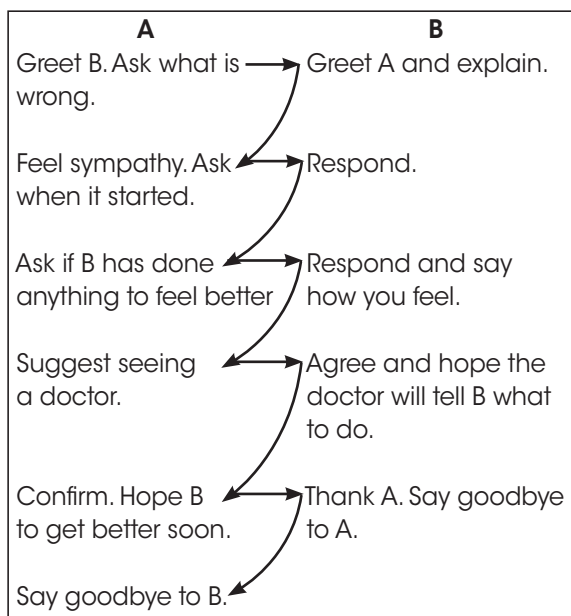
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### 2 **Aim** To act out a dialogue

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

### 3 **Aim** To role play a dialogue narrating a health problem

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as the vocabulary on p. 52 to complete the task.



#### Suggested Answer Key

A: Hi, Chris! What's wrong? You don't look well.  
 B: Hi, Marta. I feel terrible. I've got a stomach ache.  
 A: Oh! Poor you! When did it start?  
 B: This morning when I woke up.  
 A: Really? Have you taken anything for it?  
 B: I've drunk mint tea, but it still hurts.  
 A: Why don't you call the doctor?  
 B: I'm calling his office now. Maybe he can tell me what to do.  
 A: I'm sure he can. Well, I hope you feel better soon.  
 B: Thanks! Talk to you later.  
 A: OK. Bye!

## Pronunciation

### **Aim** To learn the pronunciation of words with silent letters

- Play the recording and ask Ss to listen and underline the silent letters.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### Answer Key

- |                               |                           |
|-------------------------------|---------------------------|
| 1 <i>interesting</i>          | 4 <i>w<u>ro</u>ng</i>     |
| 2 <i>aut<u>u</u>m<u>n</u></i> | 5 <i>t<u>a</u>lk</i>      |
| 3 <i>r<u>igh</u>t</i>         | 6 <i>Wed<u>ne</u>sday</i> |

## 3e Grammar

### 1 **Aim** To present and practise time adverbs used with the present perfect

- Read out the **Note** box, the cartoon and the example.
- Give Ss time to complete the task and then check their answers.

#### Answer Key

- |                  |              |                |
|------------------|--------------|----------------|
| 2 <i>ever</i>    | 4 <i>for</i> | 6 <i>never</i> |
| 3 <i>already</i> | 5 <i>yet</i> | 7 <i>just</i>  |

### 2 **Aim** To practise the present perfect vs the past simple

Read out the example and give Ss time to complete the task and then check their answers.

#### Answer Key

- |                         |                           |
|-------------------------|---------------------------|
| 2 <i>haven't played</i> | 5 <i>came</i>             |
| 3 <i>Have you eaten</i> | 6 <i>haven't finished</i> |
| 4 <i>didn't go</i>      |                           |

### 3 **Aim** To practise the present perfect vs the past simple

- Read out the example and give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- |                         |                        |
|-------------------------|------------------------|
| 2 <i>didn't realise</i> | 6 <i>played</i>        |
| 3 <i>has appeared</i>   | 7 <i>started</i>       |
| 4 <i>learned/learnt</i> | 8 <i>hasn't become</i> |
| 5 <i>wanted</i>         | 9 <i>has won</i>       |

## 4 **Aim** To present and practise the present perfect continuous

- Say then write on the board: *Tom has been talking on the phone for half an hour.* Underline has been talking and explain that the verb is in the present perfect continuous. Explain that we use this tense to place emphasis on the duration of an action which started in the past and continues up to the present and to describe an action that lasted for some time in the past and its result is visible to the present. Explain that we form the present perfect continuous in the affirmative with personal pronoun + have/has + been + main verb with -ing, we form the negative with personal pronoun + haven't/hasn't + been + main verb with -ing and we form the questions with have/has + personal pronoun + been + main verb with -ing.
- Ask Ss to read the theory box and the **Note** box.
- Read out the cartoon and elicit the present perfect continuous form (*has been studying*).
- Give Ss time to complete the sentences with the present perfect continuous forms of the verbs in brackets and then check Ss' answers.

### Answer Key

- have been cooking*
- Have they been watching*
- has been playing*
- have you been doing*
- haven't been feeling*

## 5 **Aim** To practise the present perfect continuous

- Ask Ss to work in pairs and discuss the points following the example.
- Monitor the activity around the class and then ask some pairs to act out their exchanges.

### Suggested Answer Key

- A: *How long has your friend been playing basketball?*  
 B: *She's been playing basketball since she was 10 years old.*  
 A: *How long has your dad been driving a car?*  
 B: *He has been driving a car for twenty years.*  
 A: *How long have you been learning English?*  
 B: *I have been learning English for three years.*

## 6 **Aim** To practise the present continuous - present perfect continuous

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

### Answer Key

- A: *Are you watching*  
B: *have been working*
- A: *have been helping*  
B: *am finishing*
- A: *is playing*  
B: *has been playing*

## 3f Across Cultures

### 1 **Aim** To listen and read for specific information

- Ask Ss to look at the pictures and read the title.
- Elicit what Ss would like to know about Health and Sports Day in Japan. Elicit various questions and write two on the board.
- Play the recording. Ss listen to and read the text and see if their questions were answered.

### Suggested Answer Key

*When is Health and Sports Day in Japan? (On the second Monday in October every year.)  
 What do they do on that day? (Most schools hold their annual Field Day with lots of athletic events and games for children and parents.)*

### 2 **Aim** To read for specific information (multiple choice)

- Ask Ss to read the text again and read the questions and choose their answers according to what they read.
- Check Ss' answers. Ss justify their answers.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

### Answer Key

- 1 C                      2 B                      3 A

### Do you find this event interesting? Why? Why not?

Elicit opinions from Ss around the class.

### Suggested Answer Key

*I find this event very interesting. It includes fun games and sports. It is for all ages and it gets people interested in having active lifestyles.*

## Module 3

### 3 **Aim** To present a sports event

- Ask Ss to read the text again and make notes under the headings in their notebooks.
- Ask Ss to use their notes to present the event as if they were on TV and invite people to attend. Point out that Ss should start greeting the viewers, then say their full name and where they report from, live.

#### **Suggested Answer Key**

**name of event:** Health and Sports Day

**place:** Japan

**date:** second Monday in October

**reason:** celebrate a love of sports, promote an active lifestyle

**activities:** huge variety of events, parade of all the teams, group stretching, traditional track and field events like the 100-metre sprint and the long jump, unique Japanese games, tama-ire, o-tama korogashi

Hello, this is Koki Shiono live from Tokyo. Today is a national holiday here in Japan. It's called Health and Sports Day. We hold it every year on the second Monday in October. The event celebrates a love of sports, and promotes an active lifestyle. There is a huge variety of events. There is a parade of all the teams and group stretching before the sports begin. Then we have traditional track and field events like the 100-metre sprint and the long jump. There are also unique Japanese games such as tama-ire and o-tama korogashi. Health and Sports Day is a great day for all the family. Why don't you all come and do something fun and healthy?

### 4 a) **Aim** To listen for specific information

- Ask Ss to read the gapped poster.
- Then play the recording, twice if necessary, and have Ss listen and fill in the gaps.
- Check Ss' answers.

#### **Answer Key**

- |                    |              |
|--------------------|--------------|
| 1 8th              | 4 Kickboxing |
| 2 9:30/nine thirty | 5 Sports     |
| 3 16/sixteen       |              |

### b) **Aim** To listen for specific information

- Play the recording again and ask Ss to answer the questions.
- Check Ss' answers.

#### **Suggested Answer Key**

- 1 The speaker is a teacher.
- 2 He is talking to the pupils of the Cherrywood School.
- 3 The announcement takes place in a school.
- 4 The speaker's intention is to persuade the pupils to get involved in the events of Sports Day.

### 5 **Aim** To present/practise phrasal verbs with put

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

#### **Answer Key**

- |           |       |
|-----------|-------|
| 1 up with | 3 off |
| 2 on      | 4 on  |

### 6 **Aim** To write a blog entry

- Ask Ss to think of a sports event and make notes about it under the headings in Ex. 3.
- Then give Ss time to use their notes to help them write a blog entry about the event.
- Check Ss' answers.
- Alternatively, assign the task as HW.

#### **Suggested Answer Key**

**name of event:** Romanian Cup

**place:** Romania

**date:** every August

**reason:** competition for best Romanian football team

**activities:** football matches

Hey everyone! Guess what!

I attended the Romanian Cup a few weeks ago. It is a football tournament that takes place every August in Romania. All the famous football teams play there. I only went for two days because it is difficult to get tickets. I saw a football match between two of the best football teams. I had a great time. If you like football, you'll have a great time at this event. Have you ever been to this event?

Posted by: Marcu – 18, 18/5, 19:42

### **Culture Spot (develop research skills)**

Read out the information in the box. Give Ss time to research online and find some sports events in their country. Ask Ss to present them to the class.



## Suggested Answer Key

*In Romania, we have the Romanian Football Cup, called Cupa României that takes place every August and only the best Romanian football teams compete. I would like to attend it one day because I love football.*

### 3 CLIL (PSHE)

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

- Ask Ss to look at the pictures and explain the task.
- Elicit what Ss already know about the topic.
- Give Ss time to write down their questions.
- Ask various Ss around the class to read out their questions.
- Play the recording. Ss listen and read to see if their questions are answered.

## Suggested Answer Key

*What do germs do? (They try to stay alive by getting into plants, animals and people.)*

*Are all germs bad for our health? (No. Some can make us ill, but some help us.)*

#### 2 **Aim** To consolidate information in a text

- Ask Ss to read the sentences and then find what parts of the text the words in bold relate to.
- Give Ss time to complete the task.
- Check Ss' answers.

## Answer Key

- |              |                |
|--------------|----------------|
| 1 Germs      | 4 soap         |
| 2 nutrients  | 5 your fingers |
| 3 your hands |                |

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

#### 3 **Aim** To develop research skills; to make a presentation

- Give Ss time to research online for information about ways to protect ourselves from germs.
- Ask various Ss to present their research to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

## Suggested Answer Key

### Protection from Germs



*Good morning, everyone! Germs are everywhere, but there are some simple ways we can protect ourselves from them.*

*First, it's important not to touch our eyes, nose and mouth because these are easy ways for germs to get into our bodies.*

*Second, if we are ill, we should stay away from other people until we feel better, so that they don't catch our germs. It's also a good idea not to get too close to people who are already ill, so we don't get sick.*

*Finally, if you have a cold, you should cover your mouth when you cough or sneeze. This stops the germs spreading to other people.*

*It's easy to stay healthy and clean with these tips! Thank you for listening.*

## Module 3

### **Aim** To write a presentation

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

#### **Suggested Answer Key**

*Hello, everyone!*

*As we know gems are everywhere! So, even if we go camping and we are not in the clean air, we need to protect ourselves from them.*

*First, whenever we touch something, like a rock or dirt, it's important not to touch our eyes, nose or mouth, because this is the most common way for gems to get into our bodies. This means you should always wash your hands when you touch something like that.*

*We should also stay away from wild animals, because they carry many diseases that can harm our health.*

*Lastly, always have a first-aid kit with you when you go camping in case of any emergency.*

*Remember to always stay safe while having fun!*

*Thank you for listening.*

## 3 Project

### 1 a) **Aim** To create a poster

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

#### **Answer Key**

- |            |             |         |
|------------|-------------|---------|
| 1 eat      | 4 don't get | 7 brush |
| 2 exercise | 5 sleep     |         |
| 3 have     | 6 drink     |         |

### 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 how healthy they are.

(Ss' own answers)

### 2 **Aim** To create a leaflet of dos and don'ts for having a healthy lifestyle

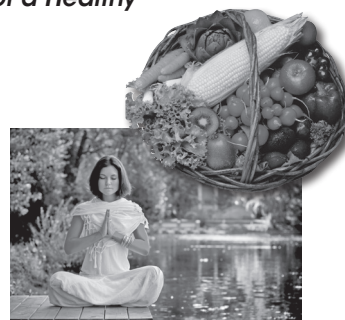
- Ask Ss to work in small groups and give them time to research online and find out more information about having a healthy lifestyle and prepare a leaflet of dos and don'ts.
- Tell Ss to add drawings or photos to illustrate their leaflet and then ask various groups to present their leaflet to the class.

#### **Suggested Answer Key**

##### **The Dos and Don'ts of a Healthy lifestyle**

###### **DO**

- eat at least five portions of fruit and vegetables each day
- meditate to relax the mind and combat stress
- spend some time outdoors every day
- have good posture and sit up straight



###### **DON'T**

- eat too much processed food
- eat if you are not hungry
- eat a lot of sweets
- have negative thoughts

### 3 **Aim** To give a presentation on healthy lifestyle

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

#### **Suggested Answer Key**

*Good afternoon. Today is World Health Day. People say, "Being healthy and fit isn't a fad or a trend. Instead, it's a lifestyle." So, let's talk about how we can really live healthy lives day by day. Firstly, we should eat at least five portions of fruit and vegetables every day. Exercise is also very important. Experts say we should exercise for half*

an hour every day. We also need to drink lots of water. Mental health is important – too – so, we should try not to get stressed.

What about the don'ts of staying healthy? Well, don't eat if you are not hungry or you may put on weight! Also, don't stay up late. Our bodies need at least 8 hours' sleep a night. And finally, don't forget to visit your dentist and doctor regularly for check-ups.

So, there are lots of things we can do to stay healthy, and some things we shouldn't do! It's up to each one of us to take care of ourselves, isn't it? Are there any questions? Thank you all very much.

## 4 To present the value of health

- 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 there is a connection between mental health and physical health. If you don't get stressed and you're happy, then you can have good physical health, too.*

## 5 To discuss the importance of regular exercise for health

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: *It's important to do regular exercise because it improves your sleep.*

B: *I quite agree because if you're tired from exercise, then it'll be easier for you to fall asleep.*

A: *Yes! Also, regular exercise can help you keep a healthy weight.*

B: *I totally agree. This can improve your confidence. etc*

## To write a project

- Explain the task and divide the Ss into groups.
- Give them time to complete the task.
- Then ask Ss to swap their answers with another group.
- Ask various Ss to report the answers back to class.

### **Suggested Answer Key**

Monday: breakfast – cereal  
lunch – salad and steak  
dinner – baked vegetables

Tuesday: breakfast – avocado toast  
lunch – lentil soup  
dinner – salad

Wednesday: breakfast – milk and a biscuit  
lunch – pasta and meatballs  
dinner – vegetable soup

Thursday: breakfast – eggs and bacon  
lunch – chicken and salad  
dinner – baked potatoes

Friday: breakfast – orange juice and bread with honey  
lunch – pea soup  
dinner – steak and salad

Saturday: breakfast – cereal  
lunch – fish and chips  
dinner – baked vegetables

Sunday: breakfast – omelette  
lunch – pork chops and salad  
dinner – pasta

\* Remember: to always snack on fruit and nuts

## **Revision & Evaluation 3**

|   |        |        |        |
|---|--------|--------|--------|
| 1 | 1 take | 3 on   | 5 off  |
|   | 2 do   | 4 make | 6 take |

|   |           |               |
|---|-----------|---------------|
| 2 | 1 cold    | 4 headache    |
|   | 2 stomach | 5 temperature |
|   | 3 sore    |               |

|   |                    |                    |
|---|--------------------|--------------------|
| 3 | 1 Have you seen    | 3 has/'s never run |
|   | 2 have/'ve visited | 4 haven't come     |

|   |        |           |       |
|---|--------|-----------|-------|
| 4 | 1 ever | 3 never   | 5 for |
|   | 2 just | 4 already |       |

|   |                          |
|---|--------------------------|
| 5 | 1 have been learning     |
|   | 2 Have they been waiting |
|   | 3 aren't playing         |
|   | 4 has been writing       |
|   | 5 is typing              |

## Module 3

6 1 115                      3 midnight                      5 20  
2 Monday                      4 2

7 1 e                      2 c                      3 d                      4 b                      5 a

8 1 W                      2 R                      3 W                      4 W                      5 R

9 Michaela\_3499:

*Hi everyone! Guess where I went last Thursday? To my cousin's school Sports Day in the UK. Students in the UK don't finish school until July, but they usually have Sports Day in June.*

*I arrived at 10 o'clock with my aunt. The students were already there in their PE kits. We watched them take part in traditional competitions. My cousin won two running races! We saw some silly races, too. My favourite was the three-legged race – people were falling over all the time!*

*I liked Sports Day in the UK a lot. The students don't win medals or prizes, but they get points for their house. This means that everyone in the house works together, so there is a lot of teamwork. Of course, the houses compete against each other, but it's all very friendly. I enjoyed the jokes and the water games! Have you ever been to a Sports Day in another country? What was it like?*

### Competences

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

# In the news **Module 4**

## Topic

In this module, Ss will explore the topics of modern technology, jobs, using social media and means of communication.

## Module page

**62-63**

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for modern technology, to listen for gist, to give an opinion

**Vocabulary:** Modern Technology (*driverless bus, drone, robot receptionist, virtual reality, flexible smartphone*)

## 4a Reading

**64-65**

**Lesson Objectives:** To listen and read for gist, to read for key information (*multiple choice*), to learn prepositions, to learn jobs, to design and present your own droids, to write a short text for a blog about a film with robots

**Vocabulary:** Jobs (*artist, dentist, doctor, mechanic, nurse, pilot, photographer, secretary, shop assistant, waiter*); Verbs (*behave, repair, project*); Nouns (*alien, fault, mechanic, saw, trouble*); Phrasal Verb (*put out*)

## 4b Grammar

**66-67**

**Lesson Objectives:** To learn the modal verbs (*can/can't – could/couldn't – may/may not – might/might not*)

## 4c Vocabulary

**68**

**Lesson Objectives:** To learn vocabulary for using social media, to learn vocabulary for means of communication, to learn phrases for greetings/congratulating

**Vocabulary:** Using social media (*upload a file/photo, like a post/photo, send a friend request, download a file/photo, tweet/retweet a post, view a profile, send an instant message, share a link*); Means of communication (*send emails/letters/text messages, make phone calls, chat online, go on social media, speak face-to-face*)

## 4d Everyday English

**69**

**Lesson Objectives:** To read for gist, to listen and read for cohesion & coherence (*multiple matching*), to role play a dialogue giving instructions, to learn the pronunciation of /t/, /a/

## 4e Grammar

**70-71**

**Lesson Objectives:** To learn the modal verbs *must/mustn't*, to revise modal verbs

## 4f Across Cultures

**72-73**

**Lesson Objectives:** To listen and read for specific information, to read for key information (*multiple matching*), to talk about video/mobile games, to learn phrasal verbs with *give*, to listen for specific information (*gap fill*), to create and present your own video game, to write a forum entry

**Vocabulary:** Verbs (*feature, rescue*); Nouns (*elf, hedgehog*); Adjectives (*spiky, dizzy*); Types of Games (*action/adventure, simulation, sports, platform, strategy, problem-solving*); Adjectives (*interesting, boring, fun, exciting, easy, difficult*)

## 4 CLIL (ICT)

**74**

**Lesson Objectives:** To listen and read for gist, to read for specific information (*sentence completion*)

**Vocabulary:** Nouns (*anti-virus software, virus, padlock*); Adjective (*up to date*); Phrase (*scam site*)

## Project 4

**75**

**Lesson Objectives:** To rank 20th century inventions, to prepare a poster about a 20th century invention, to give a presentation on a 20th century invention, to learn about/discuss the value of creativity

## Revision & Evaluation 4

**76-77**

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to listen for specific information, to practise everyday English, to read for specific information, to write a forum entry



# Module 4

## 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/practise vocabulary relating to modern technology

- Ask Ss to look at the pictures and read the headlines.
- Read out the list of words and explain/elicit the meanings of any unknown words. Then give Ss time to use them to complete the gaps in the headlines.
- Check Ss' answers around the class.

#### Answer Key

- |         |                   |
|---------|-------------------|
| 1 BUS   | 4 VIRTUAL REALITY |
| 2 DRONE | 5 SMARTPHONE      |
| 3 ROBOT |                   |

### 2 To listen for gist

- Explain the task and play the recording.
- Ss listen and say which example of modern technology it is about.
- Play the video for Ss and elicit their comments at the end.

#### Answer Key

*The news report is about a driverless bus.*

### 3 To express an opinion

Give Ss time to consider their answers to the questions and then Ss share their answers with their partners.

#### Suggested Answer Key

*I think that, in general, technology makes our lives better in lots of ways. For a start, there are a lot of amazing medical breakthroughs that save lives. Also, we can communicate more easily and travel faster thanks to technology. I think the Internet has improved our lives in some ways, but it has also made our lives worse in other ways. The Internet helps us by giving us access to lots of information, but it also helps criminals to commit crimes more easily and has created new types of crimes. In addition, lots of people are addicted to using the Internet.*

## 4a Reading

### 1 To introduce the topic

- Play the recording. Ss listen to the music and look at the pictures.
- Elicit what images come to mind from Ss around the class.

#### Suggested Answer Key

*The music makes me think about the future and technology. The pictures show robots from the Star Wars films, and that makes me think about spaceships and space travel. The films take place a long time ago, but the technology in the Star War galaxy is very advanced.*

### 2 To listen and read for detail

- Ask Ss to read the dictionary definition and elicit what types of droids Ss think there are.
- Play the recording. Ss listen and read and find out.

#### Answer Key

*There are protocol droids that tell others how to behave, and astromech droids that repair spaceships.*

### 3 To read for specific information

- Ask Ss to read the text again and choose the correct word for each question from the options (A-C).
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- |     |     |     |
|-----|-----|-----|
| 1 A | 2 C | 3 B |
|-----|-----|-----|

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

#### How can the droids in the text be useful during a space mission?

Give Ss time to prepare their answers and then ask various Ss around the class to share their ideas with the rest of the class.

## Suggested Answer Key

C-3PO can be useful during a space mission because he can give advice about how to behave if the crew meets any aliens. He can also talk to them because he knows 7 million languages. R2-D2 and BB-8 can be useful if the spaceship needs repairing or if there is a fire on board.

### 4 To learn prepositions

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

#### Answer Key

1 to 2 with 3 on 4 at

### 5 To present new vocabulary

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

### 6 To match jobs to descriptions

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

#### Answer Key

- H - A secretary types letters and answers the phone.
- F - A pilot flies planes.
- I - A shop assistant serves customers in a shop.
- D - A mechanic repairs cars.
- G - A photographer takes photos.
- A - An artist paints pictures.
- J - A waiter serves people food and drinks.
- E - A nurse cares for people who are ill.
- B - A dentist checks people's teeth.

### 7 Think To design and present a droid; to develop creativity

- Ask Ss to work in small groups and come up with ideas for a droid.
- Give Ss time to design a droid and then ask the groups to present it to the class including what it looks like, what it can do and what it is called.

## Suggested Answer Key

This is our droid. He is white with a friendly face. He has got two legs and two very long arms. He works in hospitals. He can talk to patients and find out what is wrong with them. He can also use his long arms to do operations. His name is Dr Droid.

### 8 To write a short article about a film with robots

- Explain the task.
- Give Ss time to write their article following the directions and including all the points.
- Check Ss' answers.
- Alternatively, assign the task as HW and check their answers in the next lesson.

## Suggested Answer Key

Mikel\_4429: Have you seen any films with robots? Here's a great one!

*I, Robot takes place in the year 2035. Robots are everywhere and they help people with daily tasks and chores.*

**The NS-5** is a tall, white robot. It's got two arms and two legs like a person. There are lots of NS-5 robots. They can do most of the things that humans can. They can talk, but they haven't got feelings and they follow their programming.

**VIKI** is a supercomputer with a human face and voice. She can control all the other robots, but she starts having her own ideas. She decides that she should control humans, too, and she becomes the villain of the film.

**Sonny** is an NS-5. He looks like the other NS-5 robots, but he has got feelings and he has dreams at night. Sonny is a very important character in the film, because he makes us think about when a robot stops being a machine and starts becoming a person.

Let me know if you liked it!

## What do you think your future profession will be?

Give Ss time to consider their answers and then ask Ss to share their answers with the class.

## Suggested Answer Key

*I think I will be a robot mechanic, because I love technology.*

## Find assembly instructions for a robot.

Read out the **ICT** box and then give Ss time to research online and find assembly instructions for

## Module 4

a robot. Ask Ss if they can follow them to build their own robot.

(Ss' own answers)

### 4b Grammar

#### 1 **Aim** To present and practise modals **can/can't**

- Ask Ss to read the cartoon. Direct Ss' attention to the bold words in the cartoon (*Can - make a request, can't - refuse*). Explain that these verbs are modal verbs.
- Ask Ss to read the table and explain their uses.
- Refer Ss to the **Note** box for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

#### Answer Key

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

#### 2 **Aim** To present and practise modals **could/couldn't**

- Ask Ss to read the table and explain their uses.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

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

#### 3 **Aim** To practise modals **can/can't - could/couldn't**

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

#### Answer Key

- |             |         |       |
|-------------|---------|-------|
| 2 can't     | 4 Could | 6 Can |
| 3 can/could | 5 can   |       |

#### 4 **Aim** To present/practise modals **may/may not - might/might not**

- Ask Ss to read the cartoon and direct their attention to the words in bold (*may - express possibility, might - make a polite request*).

- Ask Ss to read the table and explain their uses.
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- Alex might come to the event.
- He might win the competition.
- May we take food into the library?
- Might I use your laptop, Mr Harris?

#### 5 **Aim** To practise modals **can/can't - could/couldn't - may/may not - might/might not**

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

#### Answer Key

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 2 a | 3 b | 4 b | 5 b | 6 a |
|-----|-----|-----|-----|-----|

#### 6 **Aim** To practise modals **can/can't - could/couldn't - may/may not - might/might not**

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

#### Suggested Answer Key

- I can play tennis.
- I can't ride a bike.
- Can I use your phone?
- You can't use the computer today.
- I could play basketball when I was young.
- I couldn't read when I was four years old.
- I may go to the gym later.
- It might snow tomorrow.

### 4c Vocabulary

#### 1 **Aim** To present vocabulary for using social media

- Ask Ss to look at the social media icons (1-8) and then read the functions (A-H) and match them to each other.
- Check Ss' answers.

#### Answer Key

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

## 2 a) **Aim** To present/practise vocabulary for means of communication

- Explain the task and ask Ss to match the words/phrases in the columns to make phrases.
- Check Ss' answers.

### Answer Key

1 d      2 e      3 c      4 a      5 b

## b) **Aim** To practise vocabulary for means of communication; to talk about means of communication

- Ask Ss to discuss which means of communication they use in pairs following the example.
- Ask various Ss to tell the class.

### Suggested Answer Key

A: I prefer talking face-to-face with my family, but I usually chat online or send text messages to my friends because it's quick and easy.

B: I send text messages, too. I make phone calls a lot, and I often use social media.

## 3 a) **Aim** To present vocabulary for greetings/congratulating

- Ask Ss to read out the dialogues.
- Then read out the **Note** box for more useful phrases.
- Elicit the meaning of any unknown words.

## b) **Aim** To practise greetings/congratulating

- Explain the task and ask Ss to act out the dialogues pairs.
- Monitor the activity around the class, then ask various pairs to report back to the class.

### Suggested Answer Key

A: Hey John! You got your driving licence. Congratulations!

B: Thanks, Max.

A: Congratulations on your 14th birthday sis.

B: Thanks so much.

## 4d Everyday English

### 1 a) **Aim** To read for cohesion & coherence (missing sentences)

Ask Ss to read the sentences and then read the dialogue again and complete the gaps.

### Answer Key

1 B      2 E      3 A      4 C      5 D

### b) **Aim** To listen for key information

Play the recording. Ss listen and check their answers.

### 2 **Aim** To present topic-related vocabulary

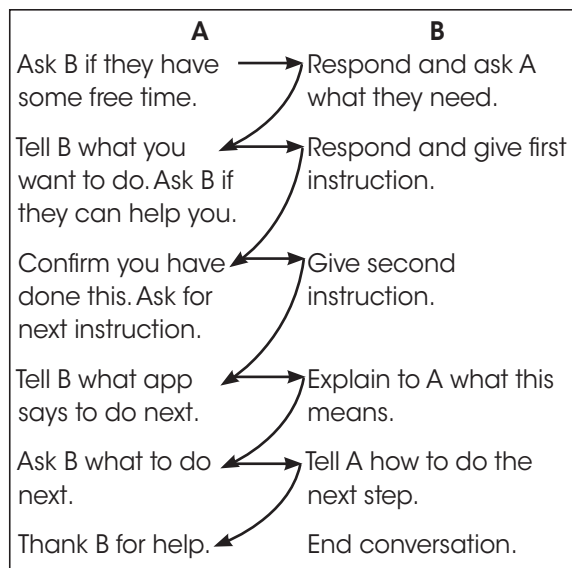
- Explain the task and ask Ss to match the words/phrases in the columns to make phrases.
- Check Ss' answers.

### Answer Key

1 b      2 c      3 a      4 e      5 d

### 3 **Aim** To role play a dialogue giving instructions

- Read out the **Note** box.
- Explain the task and the situation.
- Remind Ss that they can use the phrases in Ex. 2 and the dialogue in Ex. 1 as a model.
- Ask Ss to work in closed pairs.
- Write this diagram on the board for Ss to follow.



## Module 4

- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

### Suggested Answer Key

- A: *Holly, do you have a minute?*  
 B: *Of course, Auntie. What do you need?*  
 A: *I want to send a photo to my friend's phone. Can you help me?*  
 B: *OK, that's easy. First of all, go to your apps. Then click on the gallery icon.*  
 A: *Alright, I've done that. What's next?*  
 B: *Now, you need to select the photo you want to send.*  
 A: *OK, got it. It says to choose how to share the photo.*  
 B: *Yes, exactly. Once you do that, you're ready to send it.*  
 A: *How do I do that?*  
 B: *Just type in your friend's number. It's as easy as that.*  
 A: *Thanks for your help, Holly!*  
 B: *No problem, Auntie.*

### Pronunciation

#### **Aim** To learn the pronunciation of /ɪ/, /aɪ/

- Model the sounds.
- Play the recording. Ss listen and tick (✓) the correct box.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### Answer Key

|        | /ɪ/ | /aɪ/ |
|--------|-----|------|
| icon   |     | ✓    |
| public | ✓   |      |

|         | /ɪ/ | /aɪ/ |
|---------|-----|------|
| website |     | ✓    |
| physics | ✓   |      |

|       | /ɪ/ | /aɪ/ |
|-------|-----|------|
| reply |     | ✓    |
| busy  | ✓   |      |

### 4e Grammar

#### 1 **Aim** To present and practise modals *must/mustn't*

- Ask Ss to read the cartoon. Direct Ss' attention to the bold words in the cartoon (*must* -

*express obligation and duty, mustn't - express prohibition*). Explain that these verbs are modal verbs.

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

#### Answer Key

- 1 *must*                      3 *must*                      5 *mustn't*  
 2 *mustn't*                  4 *must*

#### 2 **Aim** To present and practise modals *must/mustn't*

- Explain the task and tell Ss to use the poster as a point of reference.
- Give Ss time to complete it.
- Check Ss' answers around the class.

#### Answer Key

- 1 *mustn't*                  3 *mustn't*                  5 *must*  
 2 *must*                      4 *must*

#### 3 **Aim** To practise modals *must/mustn't*

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

#### Answer Key

- 1 *You must be careful when you use a knife.*  
 2 *You mustn't touch the exhibits.*  
 3 *You must tell him the truth.*  
 4 *You mustn't take pictures in here.*  
 5 *We must listen to our teacher.*

#### 4 **Aim** To practise modal verbs

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

#### Answer Key

- 2 *mustn't*                  5 *Can*                      8 *can't*  
 3 *can*                      6 *must*                      9 *might*  
 4 *mustn't*                  7 *Can*                      10 *couldn't*

#### 5 **Aim** To practise modal verbs

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



## Answer Key

- 2 *You mustn't eat in the computer lab.*
- 3 *Can I take some pictures?*
- 4 *We must respect the rules.*
- 5 *He may come here tonight.*
- 6 *He can drive a car.*
- 7 *You must wear gloves in the lab.*
- 8 *We might go jogging this morning.*
- 9 *Jane couldn't speak Italian when she was 10 years old.*
- 10 *We can go swimming.*

## 6 To practise modals

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

### Suggested Answer Key

*We must be quiet in class.*  
*We can't/mustn't listen to music.*  
*We can't/mustn't use our mobile phones.*  
*We can't/mustn't run in the corridors.*  
*We must be on time for class.*  
*We must listen to our teacher.*  
*We can raise our hand when we want to speak.*

## 4f Across Cultures

## 1 To introduce the topic

Elicit whether Ss play games on their devices and on what devices do they play them.

### Suggested Answer Key

*I play mobile games on my smartphone. I play games on my computer, too.*

## 2 To listen and read for gist

Play the recording. Ss listen to and read the text and then elicit who the characters are and what special characteristics they have.

### Answer Key

*The characters are Link and Sonic the Hedgehog. Link is clever and brave. Sonic never gives up.*

## 3 To read for key information

- Ask Ss to read the sentences (1-6) and underline the key words.

- Then give Ss time to read the text again and choose the character for each of the statements according to what they read.
- Check Ss' answers. Elicit the type of texts.

### Answer Key

1 S    2 L    3 L    4 L    5 S    6 S

*The texts are blog entries/comments.*

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

## 4 **Think** To compare characters; to develop critical thinking skills

Explain the task and give Ss time to think about their answers. Ask various Ss around the class to share their opinions with the rest of the class.

### Suggested Answer Key

*Link and Sonic are both characters from computer games, but they are very different. Link looks like an elf, but Sonic is a blue hedgehog. Link is clever and brave and his mission is to rescue a princess. Sonic has to collect gold rings. He can run, jump and spin and he never gives up. I think Sonic sounds more fun because he can do lots of fun tricks in the game.*

### Are video games good or bad?

Elicit answers to the question from various Ss around the class.

### Suggested Answer Key

*I think that video games are good overall. They give teens the chance to completely concentrate on something else. This helps them relax and feel less stressed about exams and other problems they might have. It is important though not to play for too long as you must/should not neglect your homework or friends and family.*

## 5 To talk about types of games

- Ask two Ss to model the example.
- Then ask Ss to work in closed pairs and discuss types of games and express likes/dislikes following the example.
- Monitor the activity around the class.

## Module 4

### Suggested Answer Key

A: I think sports games are easy.

B: Yes, they're a bit boring. Action and adventure games are interesting.

A: I like simulation games – they're fun.

B: I agree. They can be difficult, but they're always exciting.

### 6 To present/practise phrasal verbs with give

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

#### Answer Key

1 in                      2 up                      3 back

### 7 To listen for key information

- Explain the task. Ask Ss to read the gapped text and guess what word each gap asks for (e.g. verb, noun, number, etc).
- Play the recording, twice if necessary. Ss listen and complete the task. Check Ss' answers.

#### Answer Key

1 14th                      4 T-shirts  
2 11                      5 bands  
3 games console

*The announcement is informal. The speaker wants to inform listeners about a video competition.*

### 8 Think To create a video game

- Ask Ss to work in small groups and try and create a new video game.
- Give Ss time to prepare their ideas and make notes under the headings.
- Then ask various groups to present their games to the class.

#### Suggested Answer Key

*Our video game is Seven Seas. It's an action and adventure game about pirates. The main character is Stephen Stone. The story starts when Stephen leaves England on a ship to the Caribbean, but pirates catch him and he joins them. Stephen and his crew have to find treasure, fight other pirates and escape from sea monsters.*

*The game has got lots of levels, and the higher you go, the harder it is to find the treasure.*

### 9 To write a forum entry

- Explain the task and give Ss time to write a forum entry about the main character in a video game.
- Tell Ss to use their answers in Ex. 8 to help them.
- Ask various Ss to read their forum entries to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

*By Michaela\_96, 24 May 2019, 11:17 am*

*My favourite video game character is Stephen Stone from Seven Seas. He is a pirate with long black hair. He is brave and clever. He can fight with a sword, shoot arrows and climb. He is special because he cares about his crew and he never leaves one of them behind. He always goes back to rescue them. You should check it out! It's amazing!*

### Culture Spot (develop research skills)

Read out the box and then give Ss time to research online and find the most popular video game characters in their country. Ask Ss to present them to the class.

#### Suggested Answer Key

*(Ss' own answers)*

### 4 CLIL (ICT)

#### 1 To listen and read for gist

- Play the recording. Ss listen and read the text and find out what we need to do to stay safe on the Internet.
- Check Ss' answers.

#### Suggested Answer Key

*To stay safe on the Internet, we need to have anti-virus software on our devices, never open emails from strangers and sign out of our email accounts when we use a public computer. We should also be careful when we shop online.*

## 2 To read for specific information

- Ask Ss to read the sentence stems and then give them time to read the text again and answer them.
- Elicit answers from Ss around the class.
- 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.

### Answer Key

- 1 anti-virus software
- 2 strong
- 3 could contain viruses
- 4 type in the address yourself

## 3 To consolidate information in a text

- Give Ss time to write down the ideas from the text under the headings in their notebooks.
- Then ask various Ss to tell the class.

### Answer Key

#### Do

- install anti-virus software and keep it up to date
- have a strong password
- keep your password secret
- sign out when you use a public computer
- shop at Internet sites with a padlock icon

#### Don't

- open emails from people you don't know
- give out your personal information online
- click on links that send you to online shops

## 4 To compare prior knowledge with acquired knowledge

- Ask Ss to think about what they knew and what they learnt and how the tips in the text can help them and write a few sentences about it.
- Ask various Ss to read their sentences to the class.

### Suggested Answer Key

*I knew about using anti-virus software and keeping my password secret. I also knew about not opening emails from strangers and not telling anyone my personal information. I learned that links can take me to scam sites, so it's a good idea to type in the address myself. These tips can*

*stop people from getting viruses on their devices and visiting scam sites. They can also help keep my personal information safe.*

## 4 Project

### 1 To rank inventions in order of importance

- Give Ss time to consider the importance of the inventions in the pictures and decide with their partner which one is the most/ least important and rank them in order.
- Ask various pairs to compare their list with the rest of the class.

### Suggested Answer Key

*We think that the Internet was the most important invention of the 20th century. We think that the mobile phone was the least important.*

- |    |                       |
|----|-----------------------|
| A5 | The mobile phone      |
| B1 | The Internet          |
| C4 | The colour TV         |
| D3 | The personal computer |
| E2 | The radio             |

### 2 To listen for specific information

- Give Ss time to consider their answers and then ask various Ss to share their answers with the class.
- Elicit answers from Ss around the class.

### Suggested Answer Key

*The mobile phone allowed people to communicate while on the go. The Internet allowed people to access and share information around the world and work from home. It has also changed communication. The colour TV allowed people to access entertainment in their homes and see live events in faraway places. The personal computer allowed people to work faster and made their jobs easier. The radio allowed people to learn about current events soon after they happened.*

### 3 To create a poster about a 20th century invention

- Ask Ss to research online and find out information about another 20th century invention and complete the table. Then give

## Module 4

Ss time to use their information to make a poster.

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

### Suggested Answer Key

**name of invention:** Rocket engine

**inventor:** Robert Goddard

**date invented:** 1926

**description/how it helped**

**people:** The rocket engine changed the world because humans can now travel into space and explore it.



#### 4 **Aim** To give a presentation on a 20th century invention

- Explain the task give Ss time to prepare a presentation on one of the inventions in Ex. 1 to give to the class.
- Ask various Ss to give their presentations to the class and Ss can even videotape themselves.

### Suggested Answer Key

Good morning, everyone. When you think about an invention of the 20th century that changed the lives of people, what comes to mind? ... Perhaps the colour TV? ... Maybe the mobile phone? Well, I think of the Internet.

The Internet began in 1969, when the Department of Defence in the USA created ARPANET, a network of computers. At the time, not a lot of people realised how the Internet would change people's lives. In fact, Clifford Stoll, an American astronomer, said that the Internet wouldn't change anything. He, of course, was totally wrong because the Internet changed the way people live in so many ways. For one, it allows people to access and share information around the world at the click of a button. It also changed communication. Now, distance is not an issue and working from home or even in another country is possible. There are also many more educational opportunities because of the Internet.

The Internet changed our lives and brought the world a lot closer together. As the American author Dave Berry once said, "The Internet is the most important single development in the history

of human communication ...", and I couldn't agree more with him. It changed the way we live. Are there any questions? ... Thank you for listening.

#### 5 a) **Aim** To present the value of Creativity

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

### Suggested Answer Key

A: I think the quotation means you have to be brave to create new things.

B: I agree. New ideas can go wrong, or other people might think they're silly or not understand them. So, you have to be brave to try something new.

#### b) **Aim Think** To discuss the qualities of successful inventors

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: I think successful inventors need to think outside the box and ask questions about the world around them. This will result in new ideas.

B: True. I believe successful inventors should also see problems as challenges and not be afraid to fail. They must really want to succeed.

A: I agree. This means they won't give up until they achieve something.

## Revision & Evaluation 4

- |   |                   |                  |
|---|-------------------|------------------|
| 1 | 1 virtual reality | 4 up             |
|   | 2 to              | 5 smartphone     |
|   | 3 with            |                  |
| 2 | 1 photographer    | 4 shop assistant |
|   | 2 waiter          | 5 mechanic       |
|   | 3 pilot           |                  |
| 3 | 1 mustn't         | 4 may            |
|   | 2 can't           | 5 Can            |
|   | 3 must            |                  |

4 1 must 3 couldn't 5 might  
2 mustn't 4 may

5 1 alien 4 completely new  
2 name 5 House  
3 July

6 1 c 2 e 3 a 4 b 5 d

7 1 W 2 DS 3 R 4 R 5 W

8 Posted by: John\_16, 31st January, 13:12 pm  
My favourite computer game is Minecraft. It's a problem-solving game. You can play it on your own or make a team with friends. The main characters are Steve and Alex. Steve has got brown hair and Alex has got fair hair, but they are both creative and good at building things. Minecraft hasn't got a complicated story - it's a very simple game. The idea is just to build. You can make anything from a tiny house to a huge city. You can play in Sandbox Mode and nothing can happen to you, but in Survival Mode, you have to make a house before it gets dark, because Creepers, Skeletons and Blazes come out and hunt you! It's lots of fun so make sure you check it out!

## Competences

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



# Module 5 Be green

## Topic

In this module, Ss will explore the topics of the environment: problems and solutions, green activities and wild animals.

## Module page

78-79

**Lesson Objectives:** To get an overview of the module, to talk about environmental problems & solutions

**Vocabulary:** Problems (*endangered animals, deforestation, air pollution, rubbish*); Solutions (*walk or ride a bike, recycle or reuse, adopt an animal, plant trees*)

## 5a Reading

80-81

**Lesson Objectives:** To scan a text, to listen and read for specific information (*R, W, DS*), to make suggestions, to learn prepositions, to compare schools, to prepare a poster about making your school more eco-friendly

**Vocabulary:** Green activities (*start a recycling club, grow organic fruit & vegetables, create art from recycled materials, build a birdhouse, do environmental projects, organise a clean-up day*); Nouns (*bin, corridor, bulb, compost, greenhouse, bucket*); Adjective (*organic*); Phrase (*food waste*)

## 5b Grammar

82-83

**Lesson Objectives:** To learn/practise the countable/uncountable nouns, quantifiers and present continuous/present simple (*future meaning*)

## 5c Vocabulary

84

**Lesson Objectives:** To learn about wild animals, to categorise animals, to design a poster

**Vocabulary:** Wild animals (*butterfly, dolphin, wasp, chameleon, monkey, tortoise, tiger, crocodile, beetle, salamander, frog*)

## 5d Everyday English

85

**Lesson Objectives:** To read for gist, to listen and read for cohesion & coherence, to role play a dialogue accepting or rejecting an invitation, to learn the pronunciation of /æ/, /ə/

## 5e Grammar

86-87

**Lesson Objectives:** To learn/practise the future tenses: *will – be going to – future continuous*

## 5f Across Cultures

88-89

**Lesson Objectives:** To listen and read for key information, to read for specific information (*multiple choice*), to learn phrasal verbs with *look*, to listen for specific information, to write an email about a volunteering holiday

**Vocabulary:** Chores (*set the table, clear the table, do the washing-up, help in the kitchen, tidy the room, take out the rubbish, do the laundry, clean the bathroom*); Nouns (*volunteer, bank, path*); Phrasal verb (*pick up*)

## 5 CLIL (PSHE)

90

**Lesson Objectives:** To read for gist, to read for cohesion and coherence (*gap fill*), to talk about green living, to prepare a leaflet about green living

**Vocabulary:** Phrases (*running water, full load, on standby, cloth bag*); Verb (*degrade*)

## Project 5

91

**Lesson Objectives:** To create an advert, to give a presentation on a nature reserve in one's country, to learn about/discuss the value of learning from nature

## Revision & Evaluation 5

92-93

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

## What's in this module?

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

### 1 **Aim** To present/match vocabulary for environmental problems & solutions

- Ask Ss to look at the pictures.
- Give Ss time to match the problems to the solutions.
- Play the recording for Ss check their answers.

#### Answer Key

1 C      2 D      3 A      4 B

### 2 **Aim** To consolidate new vocabulary

- Explain the task and read out the example.
- Ss make sentences following the example.
- Check Ss' answers.

#### Suggested Answer Key

*To save endangered animals, we can adopt an animal.*

*To reduce deforestation, we can plant trees.*

*To reduce rubbish, we can recycle or reuse.*

- Play the video for Ss and elicit their comments.

## 5a Reading

### 1 **Aim** To scan a text

- Ask Ss to read through the text quickly and find all the words related to school areas in the blog.
- Check Ss' answers around the class.

#### Answer Key

*school corridors, classrooms, canteen, (greenhouse)*

### 2 **Aim** To read for specific information

- Play the recording. Ss listen to and read the text and then read the statements and mark them according to what they read.
- Check Ss' answers and elicit corrections for the wrong statements.

#### Answer Key

1 W (Every classroom in Lauren's school has got energy-saving bulbs.)

2 DS

3 R

4 W (Ricky's school is going to try and get a Green Flag this year.)

5 DS

- 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 present/practise new vocabulary

- Ask Ss to read out the words in the list, look at the pictures and then fill in the descriptions with the correct verbs.
- Play the recording. Ss listen and check their answers.

#### Answer Key

1 start      3 create      5 do  
2 grow      4 build      6 organise

### 4 **Aim** To make suggestions

- Ask Ss to act out similar dialogues in pairs using the useful language in the **Note** box following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

#### Suggested Answer Key

A: What about doing environmental projects?

B: That's a good idea. Why don't we grow organic fruit and vegetables?

A: We haven't got a greenhouse. We could organise a clean-up day.

B: Yes, and let's build some birdhouses, too.

A: How about creating art from recycled materials?

B: That's a cool idea.

### 5 **Aim** To learn prepositions

- Explain the task and give Ss time to read the text and choose the correct prepositions.
- Check Ss' answers.

#### Answer Key

1 by      2 by      3 on      4 to

## Module 5

### 6 **Think To compare schools; to develop critical thinking skills**

- Ask Ss to compare the schools in the blog with their school in relation to any eco-friendly activities they do. Ask Ss to use linking words to join their ideas e.g. *and*, *too* to join similar ideas; *but* to join opposing ideas.
- Ask various Ss around the class to tell the rest of the class.

#### **Suggested Answer Key**

*The schools in the blog are similar to my school because they both take part in the Eco-Schools Green Flag programme, and my school does, too. My school has got lots of recycling bins, like Lauren's school, but they are inside the classrooms, not in the corridors. We haven't got a 'Travel Smart Day,' but a lot of the students at my school walk there anyway. We don't grow organic vegetables like Ricky, but we have got energy-saving bulbs in our school like Lauren.*

### 7 **To develop research skills; to prepare a poster**

- Give Ss time to research online for information about eco-friendly activities and prepare a poster.
- Tell Ss to use the example to help them and then ask various Ss to present it to the class.

#### **Suggested Answer Key**

- *Take reuseable water bottles to school.*
- *Install lights in bathrooms that only turn on when someone goes inside.*
- *Use recycled paper.*
- *Plant trees around the edge of the school field.*
- *Make a Nature Garden with flowers that bees like.*

## 5b Grammar

### 1 **To present/practise the countable/uncountable nouns – quantifiers**

- Ask Ss to read the cartoon. Direct Ss' attention to the bold words in the cartoon (*How many – interrogative – countable*, *lots of – positive – countable*, *a few – positive – countable*). Explain that some nouns can be counted

(e.g. *egg, car, apple etc*) these are *countable* nouns. The *uncountable* nouns are the nouns that can't be counted (*milk, water, coffee etc*).

- Ask Ss to read the theory and complete the box with the **Irregular plurals**.

#### **Answer Key**

|   |              |   |                 |
|---|--------------|---|-----------------|
| 1 | <i>men</i>   | 5 | <i>feet</i>     |
| 4 | <i>teeth</i> | 8 | <i>children</i> |

- Explain the task in Ex.1 and give Ss time to complete it.
- Check Ss' answers around the class.

#### **Answer Key**

*Countable: phone, bike, bottle, chair, book, computer*

*Uncountable: rubbish, pollution, food, money, paper, compost*

### 2 **To practise the countable/uncountable nouns – quantifiers**

- Remind Ss that we use (*how*) *many* with countable nouns, (*how*) *much* with uncountable nouns and *a lot (of)/lots (of)* with both.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

#### **Answer Key**

|   |                           |   |                           |
|---|---------------------------|---|---------------------------|
| 1 | <i>much</i>               | 3 | <i>How much, a lot of</i> |
| 2 | <i>How many, a lot of</i> | 4 | <i>How many, many</i>     |

### 3 **To practise the countable/uncountable nouns – quantifiers**

- Remind Ss that we use (*a*) *few* with *countable* nouns and (*a*) *little* with *uncountable* nouns.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

#### **Answer Key**

|   |               |   |            |   |              |   |                 |
|---|---------------|---|------------|---|--------------|---|-----------------|
| 2 | <i>little</i> | 3 | <i>few</i> | 4 | <i>a few</i> | 5 | <i>a little</i> |
|---|---------------|---|------------|---|--------------|---|-----------------|

### 4 **To practise present continuous (with future meaning)**

- Ask Ss to read the cartoon. Direct Ss' attention to the bold words and read the theory.
- Explain the task, read the example and give Ss time to complete it.
- Check Ss' answers around the class.

## Answer Key

- 1 is helping
- 2 isn't having, is meeting
- 3 is going
- 4 is taking, isn't watching
- 5 is doing

## 5 **Aim** To practise present continuous/present simple (with future meaning)

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

## Answer Key

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

## 6 **Aim** To practise present continuous/present simple (with future meaning)

- Read out the question and give Ss time to consider their answers.
- Monitor the activity around the class and then ask various Ss to tell the class.

## Suggested Answer Key

*This weekend I am travelling to London. I hope I am visiting most of its tourist attractions like the London Eye, Big Ben, Buckingham Palace and more.*

## 5c Vocabulary

### 1 **Aim** To present new vocabulary

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

### 2 **Aim** To categorise animals

- Ask Ss to read the definitions. Then they copy the headings into their notebooks and categorise the animals. Provide one example for each category.
- Read out the example and then elicit further sentences from Ss around the class.

## Answer Key

**amphibian:** frog, salamander

**insect:** butterfly, wasp, beetle

**reptile:** chameleon, tortoise, crocodile

**mammal:** dolphin, monkey, tiger

## Suggested Answer Key

*A dolphin is a mammal. It feeds its babies on milk.*

*A wasp is an insect. It's got six legs and wings.*

*A chameleon is a reptile. It's a cold-blooded animal with scaly skin.*

*A monkey is a mammal. It's warm-blooded and it's got hair.*

*A tortoise is a reptile. It's cold-blooded and lays eggs.*

*A tiger is a mammal. It's got hair and feeds its babies on milk.*

*A crocodile is a reptile. It's got scaly skin and lays eggs.*

*A beetle is an insect. It's got three main body parts.*

*A salamander is an amphibian. It spends part of its life in water and part on land.*

*A frog is an amphibian. It spends part of its life in water and part on land.*

## Design a poster (develop research skills)

- Explain the task and ask Ss to work in small groups.
- Give Ss time to collect information about various types of animals as well as pictures from a specific country. Decide on the country for each group before they do their project so that the countries won't be repeated.
- Tell Ss to classify them and label them.
- Ask various groups to present their poster to the class and then display them around the class.
- Ss' posters should include pictures.

## Suggested Answer Key

### ANIMALS FROM INDIA

#### Mammals

- common dolphin
- sun bear
- Indian elephant

#### Reptiles

- green sea turtle
- king cobra
- saltwater crocodile

#### Amphibians

- yellow frog
- Asian common toad

# Module 5

## 5d Everyday English

### 1 a) **Aim** To read for specific information

- Explain the task and allow Ss time to read the dialogue.
- Elicit answers from around the class.

#### Answer Key

Alex invites Sally to an Adopt an Animal event.

### b) **Aim** To complete a dialogue

- Ask Ss to read the sentences (A-E) and choose the correct one for each gap.
- Play the recording. Ss listen and check their answers.

#### Answer Key

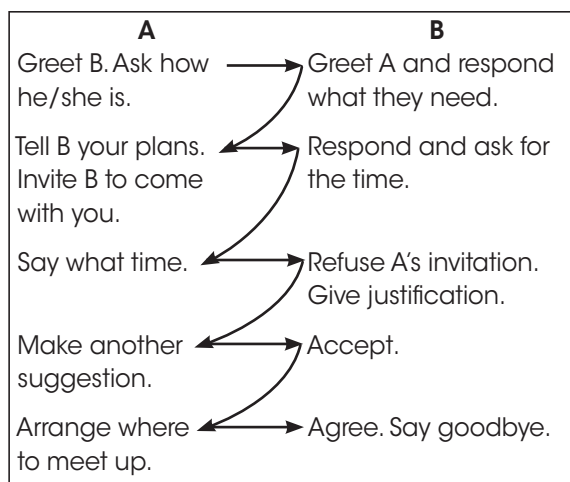
1 D      2 C      3 E      4 A      5 B

### 2 **Aim** To act out a dialogue

- Ask Ss to take roles and act out the dialogue.
- Correct their pronunciation and intonation as necessary.

### 3 **Aim** To role play a dialogue

- Explain the task and the situation.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Ask Ss to work in closed pairs.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class. Then ask some pairs to act out the dialogue in front of the class.

## Suggested Answer Key

A: Hi, Adam. How are you?

B: Hi, Albert. I'm fine. I'm looking at things to do at the weekend.

A: Well, I was thinking of going to a tree planting day on Saturday. Do you fancy coming with me?

B: I'd love to. What time?

A: It's from 9 am until 3 pm.

B: Oh, I'm afraid I can't. I've got a dance competition until 4.

A: Would you like to go on Sunday, then?

B: Sure! Sounds good.

A: The event's in Greenwood Forest. I'll meet you at 8:45, by the gate to the West Forest Walk.

B: OK. See you then.

## Pronunciation

### **Aim** To learn the pronunciation of /æ/, /ə/

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

#### Answer Key

|        | /æ/ | /ə/ |
|--------|-----|-----|
| cat    | ✓   |     |
| afraid |     | ✓   |

|        | /æ/ | /ə/ |
|--------|-----|-----|
| adopt  |     | ✓   |
| thanks | ✓   |     |

|        | /æ/ | /ə/ |
|--------|-----|-----|
| statue | ✓   |     |
| about  |     | ✓   |

## 5e Grammar

### 1 **Aim** To present/practise will

- 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* = 'll and *will not* = won't.
- Say, then write on board: *I think the new factory will pollute the river. – 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; to make on-the-spot decisions).
- Ss' books open.
- Ask Ss to read the cartoon. Direct Ss' attention to the bold words in the cartoon (*'s going to rain – be going to, 'll ask – will and is going to*



drive – be going to). Explain that these are future tenses.

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

## Answer Key

- |            |         |            |
|------------|---------|------------|
| 1 will/'ll | 3 will  | 5 will/'ll |
| 2 won't    | 4 won't |            |

## 2 To present/practise be going to

- Ss' books closed. Say, then write on board: *I'm going to visit Paris this summer.* Elicit the form *be going to* + bare infinitive.
- Say, then write on board: *We're going to join a conservation group. 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; to make predictions on what we can see).
- Ss' books open.
- Ask Ss to read the table and the **Grammar** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

## Answer Key

- 1 is going to adopt
- 2 are not/aren't going to travel
- 3 Is Lydia going to organise
- 4 am not/'m not going to put
- 5 Are they going to walk

## 3 To present/practise future continuous

- Ss' books closed. Say, then write on board: *I will be having a meeting at this time next week.* Elicit the form *will be having*.
- Ss' books open.
- Ask Ss to read the table and the theory.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

## Answer Key

- 1 will be playing
- 2 will not be working
- 3 will be driving

- 4 will be travelling
- 5 will be working
- 6 will not be visiting

## 4 To practise future continuous

- Explain the task and give Ss time to complete it in pairs.
- Monitor the activity around the class and then ask some pairs to tell the class.

## Answer Key

A: Will you be playing football at 5 pm tomorrow?  
B: No, I won't./Yes, I will.

A: Will you be cooking dinner at 5 pm tomorrow?  
B: No, I won't./Yes, I will.

A: Will you be chatting online at 5 pm tomorrow?  
B: No, I won't./Yes, I will.

A: Will you be making a birdhouse at 5 pm tomorrow?  
B: No, I won't./Yes, I will.

A: Will you be planting trees at 5 pm tomorrow?  
B: No, I won't./Yes, I will.

## Game!

- Divide Ss into pairs and explain that each S needs to make three predictions about their partner.
- The S with the most correct predictions wins.

## 5f Across Cultures

### 1 To introduce the topic creating mental images

- Play the recording. Ss listen and think about what images come to mind.
- Elicit answers to the questions from various Ss around the class.

## Suggested Answer Key

*I'm in a rainforest. I can see tall trees all around me, and strange insects and birds. I'm feeling excited because I'm in a new place, and a bit nervous because I don't know what I'll see in the rainforest.*

## Module 5

### 2 To predict the content of the text and read for key information

- Elicit Ss' guesses as to what jobs you can do as a volunteer in Yosemite Park.
- Ss read to find out.

#### Answer Key

A volunteer in Yosemite National Park can pick up litter, repair paths, do chores and take part in the 'repeat photography' project.

### 3 To put information in the correct order and read for specific information

- Ss read the text and put the paragraphs in the correct order.

#### Answer Key

A 3      B 1      C 4      D 2

- Ask Ss to read the questions and the answer choices.
- Give Ss time to read the text again and choose their answers.
- Check Ss' answers.

#### Answer Key

1 C      2 A      3 B

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

### 4 To develop critical thinking skills

- Play the recording. Ss listen and think about what makes Wendy an eco-teen.
- Explain/Elicit the meaning of 'eco-teen'.
- Give Ss time to consider their answers and then elicit answers from Ss around the class.

#### Suggested Answer Key

Wendy is an eco-teen because she is volunteering to help the environment. She is trying to make the world a better place by giving her time and energy to look after it.

### 5 To talk about chores; to practise adverbs of frequency

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

- Then explain the task and elicit answers from Ss around the class.

#### Suggested Answer Key

I always set and clear the table.  
I sometimes do the washing-up and I often help in the kitchen.  
I never do the laundry and I seldom clean the bathroom.  
I usually take out the rubbish in the evenings.

### 6 To learn/practice phrasal verbs with look

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

#### Answer Key

1 out      2 into      3 after

### 7 To listen for specific information

- Explain the task and ask Ss to read the questions.
- Play the recording and ask Ss to answer the questions with Yes or No.
- Check Ss' answers.

#### Answer Key

1 No      2 Yes      3 No      4 No

### 8 To write an email

- Explain the task and give Ss time to write an email following the directions and including all the points mentioned. Discuss possible ideas Ss can use in their email. Elicit opening/closing remarks. (*Hi, Write back soon*)
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

Hi Matt!  
Guess what! I'm going on a teen volunteering holiday in the Lake District National Park. It's the largest national park in England!  
I'm going there to stay with a group of other teenagers in tents in the park and do a lot of different activities. We're going to repair fences and signs, pick up litter and do wildlife surveys. I'm very excited!

*I've already got a raincoat, but I need a pair of walking boots. I'm going shopping tomorrow to look for some. Do you want to come with me?*

*Let me know,  
Tom*

## Culture Spot (develop research skills)

Read out the **Culture Spot** box and then give Ss time to research online and find the largest national park in their country. Ask Ss to present them to the class.

### Suggested Answer Key

*Maramureşului Mountains Natural Park is the largest national park in Romania. People can see eagles, hawks, otters and even wolves there. There is a large number of endangered animals that are protected by law in Romania like the Carpathian bear, mink, trout and even many plant species. Visitors can explore the park by hiking, cycling or kayaking, and they can stay in tourist shelters or in tents. The area also has more than 30 caves and a few waterfalls.*

## 5 CLIL (PSHE)

### 1 **Aim** To identify type of text and read for gist

- Explain the difference of each type of text (email, leaflet and blog entry).
- Ask Ss to identify the type of text and elicit Ss' guesses as to what way they can help the environment in their daily lives.
- Give Ss time to read through the text and answer the questions.

### Answer Key

*The text is a leaflet about how to live in a way that doesn't harm the environment. Some of the ways we can help the environment in our daily lives are: saving water, using less electricity and not using plastic bags.*

### 2 **Aim** To read for cohesion and coherence

- Ask Ss to read the text again and think of appropriate words to fill in the gaps (1-6). Ask Ss to pay attention to the words before/after each gap as they will help them do the task. Ask Ss to read the whole text once completed, to see if it makes sense.
- Check Ss' answers.

### Answer Key

- |             |        |        |
|-------------|--------|--------|
| 1 it        | 3 them | 5 take |
| 2 take/have | 4 more | 6 go   |

- 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 talk about green living; to develop thinking skills

- Play the recording. Ss listen to and read the text again. Then ask Ss to talk in pairs about which tips they already do and which they plan to do in the future.
- Monitor the activity around the class and then ask some pairs to tell the class.

### Suggested Answer Key

*I already turn off the tap while brushing my teeth, but I have a lot of baths. In the future, I'm going to take showers instead. I switch off the lights and the TV when I'm not using them, but I always forget to take a cloth bag with me when I go shopping. In the future, I'm going to try and remember to take one.*

### 4 **Aim** To develop research skills; to prepare a leaflet

- Ask Ss to work in small groups and give them time to research online and find more tips about green living.
- Give Ss time to use the information to prepare a leaflet. Display their leaflets around the class. Point out that Ss need to give their leaflet a heading then present the tips using subheadings and visuals.

### Suggested Answer Key

#### Green Living Tips



#### Save ...

*water by collecting rainwater in buckets and using it to water your garden.*

*paper by only printing what you have to and using both sides of a piece of paper.*

# Module 5



## Reuse ...

your old clothes in a new way or donate them to a charity instead of their ending up in landfills.



## Recycle ...

paper at home and at school fruit and vegetable peelings by composting them and turning them back into soil.

## 5 Project

### 1 **Aim** To create an advert

- Give Ss time to research online for information about a nature reserve in their country and make notes under the headings provided.
- Then give Ss time to use their information to create an advert.

#### **Suggested Answer Key**

##### **Visit Retezat National Park**

*Find us in the western part of the southern Carpathian Mountains*

##### **See**

*nearly 55 species of mammals, 120 species of birds*

*some of the rarest plant species in the world.*

##### **Go**

*bird watching or hiking along some of the most picturesque trails.*

##### **Stay**

*in tents at campsites across the park or stay in guest houses in the nearby villages.*

### 2 **Aim** To give a presentation on a nature reserve

- Explain the task and ask Ss to use their research from Ex.1 to prepare a presentation to give to the class.
- Ask various Ss to present their nature reserve to the class adding slides if they wish.

#### **Suggested Answer Key**

*Good morning, everyone. Have you ever been to a National Park? It's a huge area in the countryside that is protected by the government and is open to visitors at any time. Here in*

*Romania, the Retezat is one of the most beautiful National Parks of the country.*

*This beautiful National Park is located in the western part of the southern Carpathian Mountains. It has nearly 20 mountain peaks reaching the height of 2000m. Visitors can also see a lot of different birds in the park – there are 120 different bird species – and go hiking along the trails. If you like plants, you will be able to find nearly 1200 plant species here and around 130 of them are rare and endangered.*

*Retezat National Park is quite a long way from here, but don't worry! You can stay in tents at campsites around the park or if you just want to relax and take small hikes, you can stay in guest houses in the nearby villages. It's fun, and definitely worth a visit!!!*

*Are there any questions?*

### 3 **Aim** To present the value of learning from nature

- Ask Ss to read the two lists of sentences. Explain/Elicit the meanings of any unknown words and then give Ss time to match the sentences.
- Check Ss' answers.

#### **Suggested Answer Key**

1 b      2 d      3 a      4 c

### 4 **Think** To discuss the value of learning from nature

Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*Nature teaches us that everything changes and we can't control it, but that isn't a bad thing because what looks like an end can be a new beginning. Nature also teaches us that even tiny things matter. For example, people can't exist without little bees. In the same way, every person on Earth is important, even though there are seven billion of us.*

## Revision & Evaluation 5

- 1 1 deforestation c  
2 pollution d  
3 endangered b  
4 rubbish a
- 2 1 start 4 building  
2 to 5 creates  
3 grow 6 after
- 3 1 tiger 3 crocodile  
2 butterfly
- 4 1 many 3 a lot of 5 little  
2 few 4 much
- 5 1 will 4 will be working  
2 are visiting 5 Are you going to  
3 is going to
- 6 1 Friday 4 plastic bottles  
2 12:00/noon 5 library  
3 global warming
- 7 1 d 2 b 3 e 4 a 5 c
- 8 1 W 2 DS 3 R 4 W 5 R

## 9 Hi Claudia!

How are you? I'm excited because I'm going to Retezat National Park this weekend and I can't wait! It's in the western part of the southern Carpathian Mountains of Romania and I'm driving there with my parents.

We're going to go up in the mountains and explore the park by hiking along the trails. I want to go bird watching, too. I hope I'll see one of the golden eagles in the forest, but I don't want to see a wolf up close! I'm going to take my smartphone and I hope I'll get some good photos of the butterflies in the park!

I'm really looking forward to this trip. I love nature and I know I'll have a great time at Retezat!

I'll send you some photos when I get back,  
Angela

## Competences

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



# Module 6 Arts & Festivals

## Topic

In this module, Ss will explore the topics of festivals & events, places of entertainment, areas in the theatre, types of music and types of books.

## Module page

94-95

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for festivals & events, to talk about festivals & events

**Vocabulary:** Festivals & Events (*TV viewers, art lovers, comic book readers, music lovers, food fans*); Phrasal verb (*take place*); Verbs (*prepare, win, use, visit*)

## 6a Reading

96-97

**Lesson Objectives:** To listen for gist, to read for key information (multiple matching), to learn prepositions, to present an amusement park, to write a text message

**Vocabulary:** Places of entertainment (*amusement park, concert hall, circus, exhibition centre, theatre, stadium*); Nouns (*speed, motor racing, bend, track, length*); Verbs (*measure, last, vanish*)

## 6b Grammar

98-99

**Lesson Objectives:** To learn/practise subject-predicate agreement and conditionals type 1

## 6c Vocabulary

100

**Lesson Objectives:** To learn vocabulary for areas in a theatre, to learn vocabulary for types of music

**Vocabulary:** Parts of a theatre (*stage, row, aisle, box, curtain, balcony, stalls*); Types of music (*heavy metal, classical, hip hop, rap, reggae, pop, blues, electronic, opera, latin*)

## 6d Everyday English

101

**Lesson Objectives:** To read for specific information, to role play a dialogue booking tickets for a performance, to learn the pronunciation of /i:/, /ɪ/

## 6e Grammar

102-103

**Lesson Objectives:** To learn/practise adverbs, conditionals type 0 and to learn/practise time clauses

## 6f Across Cultures

104-105

**Lesson Objectives:** To listen and read for gist, to read for specific information (R, W, DS), to talk about activities, to learn phrasal verbs with *turn*, to listen for specific information (multiple choice), to write an email about your weekend plans

**Vocabulary:** Adjectives (*outdoor, life-sized*); Nouns (*track, session, rate*)

## 6 CLIL (Literature)

106

**Lesson Objectives:** To learn vocabulary for types of books, to listen and read for gist, draw and present a map of a characters journey

**Vocabulary:** Nouns (*adventure, wizard*); Adjective (*magic*)

## Project 6

107

**Lesson Objectives:** To give a presentation on a character from a film, to create a film character, to learn about/discuss the value of heroism

## Revision & Evaluation 6

108-109

**Lesson Objectives:** test/consolidate vocabulary and grammar learnt throughout the module; to practise everyday English, to listen for key information, to read for cohesion & coherence, to write an email

## 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/practise vocabulary relating to festivals & events

- Ask Ss to look at the tickets.
- Explain/Elicit the meanings of any unknown words and then elicit which type of person would like to go to which festival event from Ss around the class.

#### Answer Key

*Sherlocked is for TV viewers.*

*The Sand Sculpting Championships are for art lovers.*

*Comic-Con International is for comic book readers.*

*Glastonbury Festival is for music lovers.*

*The Qatar International Food Festival is for food fans.*

### 2 To read for cohesion & coherence

- Explain the meanings of any unknown words in the list and then give Ss time to read the tickets and complete the gaps.
- Check Ss' answers.

#### Answer Key

1 use                      3 Win                      5 visit

2 takes place      4 prepare

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

### 3 To talk about festivals & events

- Read out the **Note** box.
- Ask two Ss to model the example and then ask Ss to ask and answer in pairs using the festivals & events in the tickets, following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

#### Suggested Answer Key

A: When does the Glastonbury Festival take place?

B: It takes place from 23rd to 27th June.

A: Where does Comic-Con International take place?

B: It takes place in San Diego, USA.

A: When does the Qatar International Food Festival take place?

B: It takes place from 28th March to 8th April.

A: Where does Sherlocked take place?

B: It takes places in Birmingham, England.

### 4 To express a preference

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

#### Suggested Answer Key

*I'd like to visit the Qatar International Food Festival because I love food. Also, I don't know anything about traditional Qatari dishes, so I'd like to try some.*

## 6a Reading

### 1 To listen and read for gist

- Ask Ss to look at the text and elicit the top attraction in each place.
- Play the recording. Ss listen and read to find out.

#### Answer Key

*The top attraction at Ferrari World is the Formula Rossa roller coaster. The top attraction at Cosmo World is the Vanish roller coaster.*

### 2 To read for specific information

- Give Ss time to read the text again and match the roller coasters to the sentences.
- Check Ss' answers.

#### Answer Key

1 A                      2 A                      3 B                      4 A

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

### 3 To read for specific information

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

# Module 6

## Answer Key

240 – the top speed of Formula Rossa in kilometres per hour

1 – Formula 1, the race riders of the Formula Rossa roller coaster feel like they're in

32 – the number of attractions at Cosmo World

2,440 – the length of Vanish's track in feet

2 – the length of time a ride on Vanish lasts

### 4 To present new vocabulary

- 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.

### 5 To match places to activities

- Ask Ss to read the list of activities. Explain/ Elicit the meanings of any unknown words.
- Read out the example and ask Ss to tell their partner what they can do in each of the places in Ex. 4 following the example.
- Monitor the activity around the class and then ask some Ss to tell the class.

## Answer Key

You can listen to classical music at a concert hall.

You can see clowns and acrobats at a circus.

You can see a robotics exhibition at an exhibition centre.

You can attend a performance at a theatre.

You can see a sports event at a stadium.

## What are you doing this weekend?

Explain the task and give Ss time to talk about their plans for the weekend.

## Suggested Answer Key

I am going to listen to classical music at the concert hall this weekend.

### 6 To learn prepositional phrases

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

## Answer Key

1 with 2 for 3 of 4 of

- Then elicit answers to the questions.

## Suggested Answer Key

1 Herastrau Park is popular with teens in my area.

2 Superland is an amusement park near my city. It's famous for its slides and 3D games.

3 I really like visiting amusement parks.

4 I'm not afraid of going on roller coasters – I love them!

### 7 To present an amusement park; to develop public speaking skills

- Ask Ss to work in small groups and think about an amusement park that they like and make notes about it under the headings.
- Then give Ss time to use their notes to prepare a presentation.
- Ask various groups to present their amusement park to the class.

## Suggested Answer Key

My favourite amusement park is Superland. It's in Romania, near Brasov. It's open every day of the week, from 10 am until 10 pm. The special attractions include bumping cars with laser guns, this way you can drive and play laser tag; it's amazing! The roller coaster is popular, too. It's long and very fast! There are also many slides for any age!

Tickets for Superland are cheap, they only cost 10 ron.

### 8 To match abbreviations to definitions

- Read out the **Note** box. Then read out the abbreviations often used in text messages and elicit which ones Ss are familiar with.
- Give Ss time to match the abbreviations (1-6) to their definitions a-e.
- Check Ss' answers.

## Answer Key

1 d 2 a 3 e 4 b 5 c

### 9 To write a text message

- Explain the situation and give Ss time to complete the task including all the points.
- Check Ss' answers.

## Suggested Answer Key

Hi! At Ferrari World in Abu Dhabi with my parents.  
Amazing! Going on Formula Rossa again. Really  
fast roller coaster! TTYL!

## 6b Grammar

### 1 **Aim** To present/practise subject - predicate agreement

- Read the theory and the **Note** box.
- Elicit the uses in the cartoon.

#### Answer Key

|       |        |       |         |
|-------|--------|-------|---------|
| 1 are | 3 are  | 5 is  | 7 is    |
| 2 are | 4 have | 6 was | 8 likes |

### 2 **Aim** To practise subject - predicate agreement

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

#### Answer Key

|               |                |
|---------------|----------------|
| 1 plays       | 6 are          |
| 2 is          | 7 are          |
| 3 are wearing | 8 likes        |
| 4 is coming   | 9 are watching |
| 5 are going   | 10 is          |

### 3 **Aim** To present/practise conditionals (Type 1)

- Read the cartoon aloud. Elicit the type of conditionals (*is, I'll go- making a promise*).
- Explain/Elicit that we form type 1 conditionals with *if/when + present simple → will/won't + infinitive without to*. Elicit use.
- Go through the table and explain any points Ss are unsure of.

#### Answer Key

We form the type 1 conditional with an *if*-clause (*if/unless + present simple*) and a main clause (*future simple*). We use the type 1 conditional for things real or likely to happen in the future, and for offers and promises. We can use *unless* instead of *if... not* in the *if*-clause.

### 4 **Aim** To practise type 1 conditionals

- Read out the **Note** box.
- Explain the task and read the example.

- Give Ss time to make sentences.
- Check Ss' answers.

#### Answer Key

2 If you don't go to bed, you'll be tired tomorrow.  
3 If we don't leave now, we'll miss the film.  
4 If you don't wear a coat, you'll be cold.  
5 If you don't visit the doctor, you won't feel better.

### 5 **Aim** To practise conditionals with *unless/if*

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

#### Answer Key

2 Unless you go to bed, you'll be tired tomorrow.  
3 Unless we leave now, we'll miss the film.  
4 Unless you wear a coat, you'll be cold.  
5 Unless you visit the doctor, you won't feel better.

### 6 **Aim** To practise type 1 conditionals

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

#### Answer Key

|               |             |
|---------------|-------------|
| 2 will arrive | 4 rains     |
| 3 will start  | 5 will meet |

#### Continue the story.

Give Ss time to complete the sentences.

#### Suggested Answer Key

If I have some free time, I'll go to the mall.  
If I win the lottery, I'll travel to New York.  
If I fail my exam, I won't go to the party. etc

## 6c Vocabulary

### 1 **Aim** To present vocabulary relating to the theatre

- Ask Ss to look at the diagram of the theatre.
- Read out the words in the list and give Ss time to use them to complete the labels.
- Play the recording for Ss to listen and check their answers.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.

## Module 6

### Answer Key

- |           |          |         |
|-----------|----------|---------|
| 1 curtain | 4 stage  | 7 aisle |
| 2 box     | 5 row    |         |
| 3 balcony | 6 stalls |         |

### 2 To practise vocabulary relating to the theatre

Give Ss time to complete the sentences using the words from Ex. 1 and then check their answers.

#### Answer Key

- |           |         |         |
|-----------|---------|---------|
| 1 curtain | 3 box   | 5 aisle |
| 2 row     | 4 stage |         |

### 3 To present vocabulary for types of music

- Ask Ss to read the types of music in the list.
- Play the recording. Ss listen and identify the types of music they hear.
- Check Ss' answers.

#### Answer Key

- |               |           |
|---------------|-----------|
| 1 blues       | 4 reggae  |
| 2 heavy metal | 5 hip hop |
| 3 classical   |           |

### 4 To talk about music taste

- Explain the task and read out the list of adjectives. Explain/Elicit the meanings of any unknown words.
- Ask Ss to talk in pairs about their favourite/least favourite type of music following the example.
- Monitor the activity around the class and then ask some Ss to tell the class.

#### Suggested Answer Key

*I like heavy metal because it's exciting. I don't like opera because it's boring.*

 **Think** Imagine you are putting up a theatrical performance. Decide on the play, costumes, music, roles, directing. Present your proposal to the class.

### Suggested Answer Key

*The Lion King would be a good choice for a theatrical performance. We will need animal costumes and we can use the songs from the musical in our performance. The students in our class are enough for the main roles and our drama teacher can be the director.*

## 6d Everyday English

### 1 a) To present situational language for booking tickets for a performance

- Ask Ss to read the sentences and guess who says each one.
- Play the recording. Ss listen and check their answers.

#### Answer Key

- |                |                |
|----------------|----------------|
| 1 ticket clerk | 3 ticket clerk |
| 2 customer     | 4 customer     |

### b) To complete a dialogue

- Ask Ss to read the sentences (A-E) and choose the correct one for each gap.
- Play the recording. Ss listen and check their answers.

#### Answer Key

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

### 2 To read for specific information

Give Ss time to read the dialogue again and then elicit answers to the questions.

#### Answer Key

*Alice is going to watch The Phantom of the Opera. She gets tickets for the 2:30 performance. Her seats are in the middle next to the aisle, in row M.*

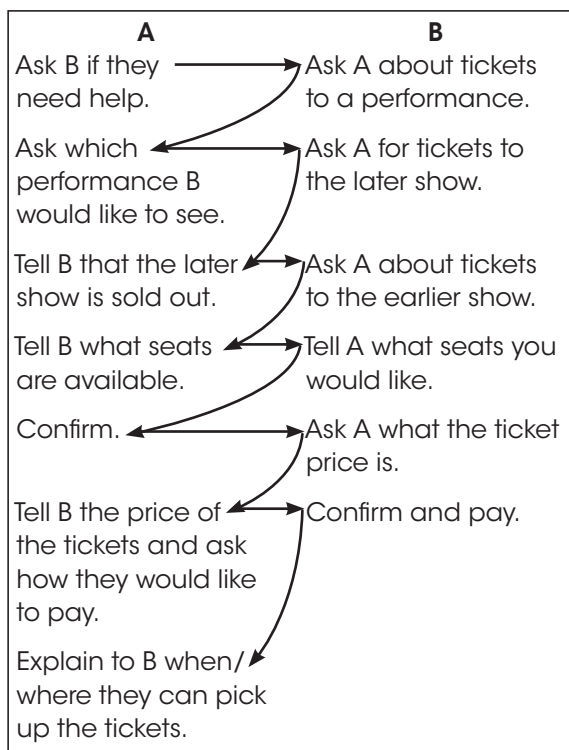
### 3 To act out a dialogue

- Give Ss time to take roles and read out the dialogue in closed pairs.
- Monitor the activity around the class. Pay attention to Ss' pronunciation and intonation.



## 4 **Aim** To role play a dialogue booking tickets for a performance

- Explain the task and tell Ss to use the poster to help them complete the task.
- Write this diagram on the board for Ss to follow.



- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Ss complete the task in closed pairs.
- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

### Suggested Answer Key

A: Good morning. How can I help you?

B: I'd like two tickets for this Saturday for School of Rock, please.

A: Is that for the 2:30 pm performance or the 7:30 pm?

B: The later show, please.

A: Let me see... I'm sorry, but it's sold out.

B: I see. What about the one at 2:30 pm, then?

A: Let me check. Yes, there are just four seats left; two at the front and two in the middle next to the aisle, row L.

B: Can I have the ones next to the aisle, please?

A: Certainly.

B: How much are the tickets?

A: They're £50 each, so that's £100, please. Will you pay in cash or by card?

B: Card, please.

A: OK, show this receipt to collect your tickets at the box office half an hour before the show starts. Enjoy the show!

## Pronunciation

### **Aim** To learn the pronunciation of /i:/, /ɪ/

- Play the recording and ask Ss to listen and tick the sounds they hear.
- Check Ss' answers.

### Answer Key

|        | /i:/ | /ɪ/ |
|--------|------|-----|
| seat   | ✓    |     |
| ticket |      | ✓   |

|        | /i:/ | /ɪ/ |
|--------|------|-----|
| enjoy  |      | ✓   |
| critic |      | ✓   |

|      | /i:/ | /ɪ/ |
|------|------|-----|
| feel | ✓    |     |
| team | ✓    |     |

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

### Suggested Answer Key

/i:/ cream, seem

/ɪ/ itch, stitch

## 6e Grammar

### 1 **Aim** To present adverbs

- Ask Ss to read the theory.
- Explain the different type of adverbs (manner, time, place, frequency, degree) and explain how we form them (we usually add -ly/-ily to the adjective). Ask Ss to find an example in the cartoon (last summer).
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

# Module 6

## Answer Key

- |          |             |
|----------|-------------|
| 2 manner | 5 frequency |
| 3 place  | 6 time      |
| 4 degree |             |

## 2 **Aim** To practise adverbs

- Ask Ss to read out the **Note** box.
- Explain the task and read out the example.
- Give Ss time to complete the task and then check their answers on the board.

## Answer Key

- |           |           |
|-----------|-----------|
| 2 calmly  | 4 quietly |
| 3 happily | 5 angrily |

## 3 **Aim** To present/practise conditionals (Type 0)

- Explain/Elicit that we form type 0 conditionals with *if/when* + present simple → present simple.
- Read the theory and explain any points Ss are unsure of.

## Answer Key

We form the type 0 conditional with an *if*-clause (*if/when* + present simple) and a main clause (present simple).

We use the type 0 conditional for general truths, habits and scientific facts.

## 4 **Aim** To practise type 0 conditionals

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

## Answer Key

- If/When you don't water plants, they die.
- If/When you eat too much junk food, you gain weight.
- If/When you put your hand in a fire, you get burnt.
- If/When you spend a lot of hours in front of a screen, your eyes get tired.

## **Aim** Complete the sentences with your own ideas. Tell your partner.

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

## Suggested Answer Key

- If I go to bed late, I can't wake up in the morning.
- I feel angry when my brother takes my things without asking.
- If I watch TV for too many hours, my eyes get tired.
- If I am hungry, I look for a snack in the kitchen.
- When it's too hot, I use a fan to stay cool.

## 5 **Aim** To present/practise time clauses

- Ask Ss to read the cartoon. Direct Ss' attention to the bold words in the cartoon (*after* – time word, *give* – present simple).
- Go through the theory with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- will go, watch
- will buy, comes
- arrives, will feed
- will walk, does
- will turn off, leave

## 6 **Aim** To practise time clauses

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

## Answer Key

- |                  |             |       |
|------------------|-------------|-------|
| 1 will you write | 3 will tell | 5 get |
| 2 search         | 4 choose    |       |

## 7 **Aim** To practise time clauses

- Ask two Ss to model the example and then ask Ss to ask and answer about their plans in pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

## Suggested Answer Key

- A: What will you do when you have some free time?
- B: When I have some free time, I'll go to the park with my friends.

A: What will you do before you go to school?

B: Before I go to school, I'll have breakfast.

A: What will you do after you do your chores?

B: After I do my chores, I'll surf the Net to relax.

## 6f Across Cultures

### 1 To identify text types, to listen and read for gist

Ask Ss to look at the texts and try to identify which one is an advert and which one is an email. Elicit their answers.

#### Answer Key

Text B is an advert. Text A is an email. Text A is about mini-golf course with a dinosaur theme. Text B is about a go-karting track.

### 2 To read for specific information

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

#### Answer Key

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

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

### 3 To express an opinion; to develop critical thinking skills

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

#### Suggested Answer Key

*I'd like to visit Capital Karts because it sounds exciting. I like go-karting, and I'd like to try the longest indoor go-karting track in the UK. I wouldn't like to visit Jurassic Falls Adventure Golf because I think mini-golf is a bit boring.*

### 4 To talk about activities

- Ask Ss to talk in pairs and invite – accept/ refuse using the activities as well as their own ideas and following the example.

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

#### Suggested Answer Key

A: Would you like to go windsurfing this Sunday?

B: I'd love to, but I can't.

A: Would you like to have a games night tonight?

B: Sure, why not?

A: Would you like to go roller skating at the weekend?

B: That's a great idea.

### 5 To learn/practise phrasal verbs with turn

- Ask Ss to read the **Phrasal Verbs** box and then give them time to complete the sentences.
- Check Ss' answers.

#### Answer Key

1 out

2 into

3 down

### 6 To listen for specific information

- Ask Ss to read the questions and answer choices and underline the key words. Elicit what the recording will be about.
- Then play the recording, twice if necessary. Ss listen and choose their answers.
- Check Ss' answers. Play the recording with pauses for Ss to check their answers.

#### Answer Key

1 C

2 B

3 C

### 7 To write an email about your weekend plans

- Explain the task and give Ss some time to complete it referring back to the text as necessary and covering all the points in the rubric.
- Check Ss' answers.
- Alternatively, assign the task as HW.

#### Suggested Answer Key

Hi Bella,

*Hope you're well! On Sunday, I'm going to Capital Karts with my cousins. It's the longest go-karting track in the UK and you can drive at speeds of up to 45 miles per hour! We're going into Barking afterwards to have some lunch.*

# Module 6

Are you doing anything on Sunday? Why don't you join us? We'll pick you up at around 11 and bring you back afterwards. I hope you'll be able to make it. It's going to be great!

Let me know soon,  
Adam

## Culture Spot (develop research skills)

Read out the **Culture Spot** box and then give Ss time to research online and find a place teens like visiting in their city. Ask Ss to present them to the class.

(Ss' own Answers)

## 6 CLIL (Literature)

### 1 **Aim** To introduce vocabulary for types of books

Read out the types of books and elicit which ones Ss enjoy reading the most from various Ss around the class.

#### Suggested Answer Key

*I enjoy reading science-fiction books because I like technology and space. I also like reading about how different writers imagine the future.*

### 2 **Aim** To listen and read for gist

- Ask Ss to look at the picture and read the title of the book. Elicit what type of book they think it is.
- Play the recording. Ss listen and read to find out.

#### Answer Key

*The Lord of the Rings is a fantasy book.*

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

### 3 **Aim Think** To develop critical thinking skills, to understand types of characters in a story

- Read out the adjectives in the list and explain/ elicit the meanings of any unknown words.

- Give Ss time to consider their answers and then ask various Ss to describe the characters using the adjectives.

#### Suggested Answer Key

**heroes:** Frodo Baggins (brave)

**villain:** Sauron (evil)

**supporting characters:** Gandalf (clever), Sam (reliable)

### 4 **Aim** To present a journey of a character

- Explain the task and give Ss time to complete it.
- Alternatively, assign the task as H/W and check Ss' answers in the next lesson.

#### Suggested Answer Key

*Frodo is a hobbit that lives in the shire and one day a wizard gives him a special job to destroy a magic ring. So, he leaves the shire and travels over mountains and through Dwarven ruins and then walks to Mount Doom to destroy the ring.*

## 6 Project

### 1 **Aim** To research and write about film characters

- Give Ss time to research online for information about the film characters in the pictures.
- Then give Ss time to use the information to complete the table.

#### Answer Key

|                                   |                                                              |
|-----------------------------------|--------------------------------------------------------------|
| Character                         | Harry Potter                                                 |
| Actor                             | Daniel Radcliffe                                             |
| Appearance/<br>Personal qualities | Black hair, green eyes, quite short, glasses, brave, curious |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of film(s)</b> | <ul style="list-style-type: none"> <li>• <i>Harry Potter and the Philosopher's Stone</i> (2001)</li> <li>• <i>Harry Potter and the Chamber of Secrets</i> (2002)</li> <li>• <i>Harry Potter and the Prisoner of Azkaban</i> (2004)</li> <li>• <i>Harry Potter and the Goblet of Fire</i> (2005)</li> <li>• <i>Harry Potter and the Order of the Phoenix</i> (2007)</li> <li>• <i>Harry Potter and the Half-Blood Prince</i> (2009)</li> <li>• <i>Harry Potter and the Deathly Hallows – Part 1</i> (2010)</li> <li>• <i>Harry Potter and the Deathly Hallows – Part 2</i> (2011)</li> </ul> |
| <b>Type of film(s)</b> | fantasy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                      |                                                                                                                                                                                                                                          |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Character</b>                     | James Bond                                                                                                                                                                                                                               |
| <b>Actor</b>                         | Daniel Craig                                                                                                                                                                                                                             |
| <b>Appearance/Personal qualities</b> | Fair hair, blue eyes, tall, clever, brave                                                                                                                                                                                                |
| <b>Name of film(s)</b>               | <ul style="list-style-type: none"> <li>• <i>Casino Royale James Bond</i> (2006)</li> <li>• <i>Quantum of Solace James Bond</i> (2008)</li> <li>• <i>Skyfall James Bond</i> (2012)</li> <li>• <i>Spectre James Bond</i> (2015)</li> </ul> |
| <b>Type of film(s)</b>               | action & adventure                                                                                                                                                                                                                       |

|                  |                 |
|------------------|-----------------|
| <b>Character</b> | The White Witch |
| <b>Actor</b>     | Tilda Swinton   |

|                                      |                                                                                                                                                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Appearance/Personal qualities</b> | Long blonde hair, brown eyes, tall and slim, evil, clever                                                                                                                                                                                                                            |
| <b>Name of film(s)</b>               | <ul style="list-style-type: none"> <li>• <i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> (2005)</li> <li>• <i>The Chronicles of Narnia: Prince Caspian</i> (2008)</li> <li>• <i>The Chronicles of Narnia: The Voyage of the Dawn Treader</i> (2010)</li> </ul> |
| <b>Type of film(s)</b>               | fantasy                                                                                                                                                                                                                                                                              |

|                                      |                                                                                                                                                                                                                                                                           |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Character</b>                     | Katniss Everdeen                                                                                                                                                                                                                                                          |
| <b>Actor</b>                         | Jennifer Lawrence                                                                                                                                                                                                                                                         |
| <b>Appearance/Personal qualities</b> | Long dark hair, blue eyes, quite tall, clever, brave, reliable                                                                                                                                                                                                            |
| <b>Name of film(s)</b>               | <ul style="list-style-type: none"> <li>• <i>The Hunger Games</i> (2012)</li> <li>• <i>The Hunger Games: Catching Fire</i> (2013)</li> <li>• <i>The Hunger Games: Mockingjay – Part 1</i> (2014)</li> <li>• <i>The Hunger Games: Mockingjay – Part 2</i> (2015)</li> </ul> |
| <b>Type of film(s)</b>               | action & adventure, science fiction                                                                                                                                                                                                                                       |

## 2 To give a presentation on a film character

- Explain the task and ask Ss to use their research from Ex. 1 to prepare a presentation to give to the class.
- Ask various Ss to present their film characters to the class.



## Module 6

### Suggested Answer Key

Katniss Everdeen appears in all four of the Hunger Games films: *The Hunger Games*, *Catching Fire*, and *Mockingjay Parts 1 and 2*. They are science-fiction films, with lots of action and adventure. In the films, Jennifer Lawrence plays Katniss. She looks like the character from the books. She is quite tall, with long dark hair and blue eyes. Katniss is a popular character because she is clever and she can look after herself. She is also brave and reliable. She risks her life to save her sister and her friends, and I think this is what makes people like her.

### 3 Think To create a film character

- Give Ss time to consider their answers and create a film character taking all the points listed into consideration.
- Ask various Ss to present their film characters to the class.

### Suggested Answer Key

Mike Franklin appears in action and adventure films about a police officer. He's tall and strong, with brown hair and eyes. He is clever and curious and he's good at getting into trouble – and out of it again!

### 4 a) To present the value of heroism

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

### Suggested Answer Key

A: I think the quotation means heroes are people that work to achieve very important things.

B: Yes, and they think those things are more important than their own lives.

### b) Think To discuss the value of heroism

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

### Suggested Answer Key

We can be heroes in daily life by always doing the right thing. We can stand up for our classmates when others bully them and always follow the rules.

### Revision & Evaluation 6

1 1 out 3 concert 5 with  
2 exhibition 4 stadium

2 1 stage 3 row 5 aisle  
2 curtain 4 balcony

3 1 are wearing 4 is  
2 are 5 are leaving  
3 wants

4 1 quickly 3 loudly 5 well  
2 early 4 happily

5 1 am 4 won't go  
2 will make 5 won't come  
3 leave

6 1 help 3 check 5 pay  
2 sold 4 cost

7 1 C 2 B 3 A 4 B

8 1 R 2 DS 3 R 4 W 5 W

9 Hi Anna,  
Hope you're well! This summer, I'm going to go to Aquatic Paradise in Braşov, Romania with my parents. It's a great place for holidays! We're going to stay in a hotel close to the waterpark. It's got swimming pools and water slides! You can also play sports and do water sports there.  
What are you doing this summer? Why don't you join us? We're going to go for two weeks in July. We can pick you up from the airport and drop you back there afterwards. I hope you'll be able to make it. It's going to be great!  
Let me know soon,  
Marta

### Competences

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

(pp. 110–111)

1 **Aim** To introduce the topic; to read for specific information

- Elicit what Ss know about Sir Arthur Conan Doyle and the famous character he created.
- Ask Ss to read the biography and elicit answers around the class.

**Suggested Answer Key**

*Sir Arthur Conan Doyle was a British writer born in 1859. He created the famous detective Sherlock Holmes.*

2 **Aim** To read for specific information

- Explain that the plot of a book/film is the series of events that make up the story.
- Allow Ss time to read the plot and answer the questions.
- Elicit answers around the class.

**Suggested Answer Key**

*The Hound of the Baskervilles is about a family who are threatened by an enormous dog. One member of the family is killed, and his nephew is in danger. Sherlock Holmes and Dr Watson try to find out if the legend is true and solve the mystery of who is trying to kill the nephew. It is a detective story.*

3 **Aim** To read for specific information

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

**Suggested Answer Key**

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

4 a) **Aim** To read for specific information

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

**Answer Key**

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

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

b) **Aim** Think To develop critical thinking skills

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

**Suggested Answer Key**

*I feel very impatient when I am waiting outside the house, because the fog could ruin Holmes' plans. I feel really scared when I hear the noise in the fog. I don't know what it is and this is very frightening. When I see the hound, I feel terrified because it is huge, there is fire in its mouth and its eyes are burning in the darkness.*

5 **Aim** To consolidate and classify new vocabulary

- Explain the task and explain the meaning of noun, adjective, verb and adverb.
- Say or write on the board: The beautiful girl speaks quickly. Elicit the parts of speech, e.g. A noun is a thing (e.g. chair, girl, etc). An adjective describes a thing (e.g. beautiful, happy, etc). A verb is what we do (e.g. eat, speak, run, etc). An adverb modifies a verb (e.g. He runs quickly, he eats slowly, etc). Elicit more examples from Ss.
- Allow Ss time to decide which part of speech each word in bold is.
- Check Ss' answers.

**Answer Key**

| Noun    | Adjective | Verb    | Adverb      |
|---------|-----------|---------|-------------|
| ground  | dense     | leaping | impatiently |
| silence | dreadful  |         |             |
| horror  | enormous  |         |             |

6 **Aim** To present narrative point of view

- Read the **Note** box aloud. Elicit further examples of first – and third – person narrative from Ss.

- Allow Ss time to read the text again to find the narrative point of view and who the narrator is.
- Check Ss' answers.

## Answer Key

*The story uses first-person narrative.*

*Dr Watson is the narrator.*

## 7 To summarise a text and consolidate vocabulary

- Ask Ss to work in pairs and summarise the text using the phrases provided.
- Monitor the activity around the class.
- Ask some Ss to present their answers to the class.

## Suggested Answer Key

*A dense white fog hung over the moor. It was moving towards Sherlock Holmes and Dr Watson. Sir Henry's life was in danger. He needed to come out of the house before the fog was on the path. Dr Watson suggested that they move to higher ground. The sound of quick steps broke the silence of the night. Sir Henry didn't see Sherlock Holmes or Dr Watson even though he was quite near them. Suddenly, an enormous coal-black creature appeared out of the fog. It was a huge hound. Fire burst from its open mouth and its eyes were burning. It was leaping down the track at Sir Henry. Sir Henry's face was white and he raised his hands in horror when he saw the hound was chasing him.*

## 8 a) Think To predict the outcome of a story

- Divide the class into small groups and ask them to discuss what they think will happen next in the story.
- Monitor the activity around the class.
- Ask groups to present their answers.

## Suggested Answer Key

*We think that the hound will attack Sir Henry, but Sherlock Holmes and Dr Watson will save him, and they will scare away the dangerous hound. After that, Sherlock Holmes will follow the hound and he will find out that it is not a ghostly hound, but a dog that someone is using to scare Sir Henry. Sherlock Holmes will find the criminal and send him to jail.*

## b) To listen and watch for confirmation

Play the video for Ss and elicit their comments about whether their guesses were correct.

*(Ss' own answers)*

## 9 To design a book cover

- Explain the task. Ss work in groups to design and draw a book cover for the story.
- Alternatively, the task can be completed as HW.
- Ask Ss to present their covers to the class or display them on the board and explain what their cover shows and why.

## Suggested Answer Key

*The cover can have a hound on it, and pictures of Sherlock Holmes, Dr Watson or Sir Henry. It can show a man in the fog. etc*

## 10 To write a short paragraph for the back of a book

- Explain the task. Allow Ss time to write their texts. Ss can work in closed pairs.
- Ss present their answers to the class.

## Suggested Answer Key

*Sherlock Holmes and Dr Watson are waiting in the fog on the moor. They are scared that someone wants to kill Sir Henry Baskerville. A terrifying hound leaps out of the fog and chases Sir Henry. Can Holmes and Watson solve the mystery of the Hound of the Baskervilles? Read on and find out!*

**(pp. 112-113)**

## 1 To introduce the topic; to read for specific information

Elicit what Ss know about H.G. Wells and the stories he wrote. Allow time for Ss to read the biography and then elicit answers around the class.

## Suggested Answer Key

*H.G. Wells was a British writer born in 1866. He wrote science-fiction stories.*

## 2 To predict the content of a text; to listen and read for confirmation

- Draw Ss' attention to the pictures and elicit Ss' guesses as to what happens in the extract.
- Ss read and listen to the text to find out.
- Check Ss' answers.

### **Suggested Answer Key**

*The Time Traveller and Weena are walking in the garden. A Morlock appears and the Time Traveller follows it down a well. He finds a lot of Morlocks under the ground. He lights a match and discovers that the Morlocks are afraid of the light. He is frightened when they start to follow him and he climbs out of the well.*

## 3 To read for specific information

- Ask Ss to read the questions and the answer choices.
- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

### **Answer Key**

1 B                      2 C                      3 A

## 4 a) To read for gist/specific information

- Explain the task.
- Elicit answers to the questions from Ss around the class.

### **Suggested Answer Key**

- 1 *The Time Traveller thinks Weena is nice, because they quickly became friends and she cares for him.*
- 2 *The Morlocks look like white apes with greyish-red eyes.*
- 3 *The Time Traveller goes down the well to find out about the Morlocks.*
- 4 *The Eloi are afraid because the Morlocks have the power and hunt them.*

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

## b) Think To express a personal opinion

- Explain the task.

- Elicit answers from Ss about how they feel about the Morlocks.
- Ask Ss to give reasons for their answers.

### **Suggested Answer Key**

*I don't feel sorry for the Morlocks, because even though they were forced to live under the ground they didn't have to hunt the Eloi.*

## 5 To summarise a story

- Decide whether Ss will say or write the task and then allow Ss time to write or say the story around the class using the pictures in Ex. 2 to help them.
- Ss prepare their answers.
- Monitor the activity around the class.
- Alternatively, assign the task as HW and have the students present their answers in the next lesson.

### **Suggested Answer Key**

*The Time Traveller quickly became friends with Weena. They were in a beautiful valley one day when they saw a Morlock. The Time Traveller saw that Weena was frightened and he wanted to find out more about the Morlocks. He went down the well after the Morlock. He lit a match and saw three Morlocks. They were afraid of the light. He got back to the top and Weena explained that the Eloi made the Morlocks live underground. Now the Morlocks hate the light and they hunt the Eloi.*

## 6 a) Think To predict the outcome of a story

- Divide Ss into small groups and ask them to predict what will happen in the story.
- Check Ss' answers around the class.

### **Suggested Answer Key**

*I think the Time Traveller will try to talk to the Morlocks. He will then try to help the Eloi and the Morlocks become friends and get them to share their world.*

## b) To watch for confirmation

Play the video for Ss and elicit their comments about whether their guesses were correct.

(Ss' own answers)

### 7 **Aim** To develop and personalise the topic

- Put Ss into groups or have them choose their own groups.
- Explain the task and direct Ss' attention to the prompts.
- Tell Ss that they need to use the simple past to describe what happened.
- Allow Ss time to draw their time machines and complete their descriptions in class or, alternatively, as HW.
- Have Ss present their time machines and descriptions to the rest of the class. Display Ss' drawings in the classroom.

#### **Suggested Answer Key**

*We went back in time to ancient Greece. The people there wore long flowing clothes. Some people wore sandals, but others didn't have anything on their feet. They were very friendly and really clever. Some of them worked as farmers or shepherds and some were philosophers. While we were there, we saw the building of the Parthenon in Athens. It was amazing!*

# Presentation Skills Key

## 1 Present an ideal neighbourhood

- 1 1 a rhetorical question  
2 setting the scene  
3 a poem (this one is irrelevant, as it's about the speaker's present home, not ideal neighbourhood)
- 2 1 a statement (this one is irrelevant, since it's about moving to a different but real neighbourhood, not an ideal one)  
2 a rhetorical question  
3 humour

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------|---------|------------------------------------------|-----------|--------------------------------------------------|-----------|------------------------------|-------|---------------------------------------------|-----------------------|----------------------------------|--------------------|---------------------------------------------------------------|-------------|-------------------------------------|--------|----------------------------------------------------|
| 3                     | <table><tr><td>location</td><td>village in a forest, big city, small town next to the sea</td></tr><tr><td>streets</td><td>wide streets, country lanes, quiet roads</td></tr><tr><td>buildings</td><td>houses with gardens, blocks of flats, skyscraper</td></tr><tr><td>transport</td><td>bus, underground train, tram</td></tr><tr><td>shops</td><td>supermarket, post office, department stores</td></tr><tr><td>services &amp; facilities</td><td>gym, museum, cinema, art gallery</td></tr><tr><td>outdoor activities</td><td>play in the park, hiking in the forest, swimming at the beach</td></tr><tr><td>environment</td><td>sea breeze, full of life, fresh air</td></tr><tr><td>safety</td><td>ambulance, hospital, police officers, firefighters</td></tr></table> | location | village in a forest, big city, small town next to the sea | streets | wide streets, country lanes, quiet roads | buildings | houses with gardens, blocks of flats, skyscraper | transport | bus, underground train, tram | shops | supermarket, post office, department stores | services & facilities | gym, museum, cinema, art gallery | outdoor activities | play in the park, hiking in the forest, swimming at the beach | environment | sea breeze, full of life, fresh air | safety | ambulance, hospital, police officers, firefighters |
| location              | village in a forest, big city, small town next to the sea                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| streets               | wide streets, country lanes, quiet roads                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| buildings             | houses with gardens, blocks of flats, skyscraper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| transport             | bus, underground train, tram                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| shops                 | supermarket, post office, department stores                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| services & facilities | gym, museum, cinema, art gallery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| outdoor activities    | play in the park, hiking in the forest, swimming at the beach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| environment           | sea breeze, full of life, fresh air                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |
| safety                | ambulance, hospital, police officers, firefighters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                           |         |                                          |           |                                                  |           |                              |       |                                             |                       |                                  |                    |                                                               |             |                                     |        |                                                    |

## 4 Suggested Answer

Have you ever thought about what your ideal neighbourhood would look like? I do it all the time!

My ideal neighbourhood is in a big city. I live in a flat at the top of a skyscraper and there's a gym in my building! There are wide streets, beautiful buildings and it's easy to get around because there are buses and an underground train. There are lots of facilities such as a supermarket, a department store, a library and two museums. There are also many art galleries and cinemas. It's full of life and even though it's a city, people are friendly. Children play in the park while older people enjoy walking or reading their favourite

book there in the mornings. There are cafés and restaurants where people meet to have a meal or just chat over a coffee. Police officers patrol my neighbourhood, so everyone feels safe, and there's a hospital nearby. Wouldn't you like to live in my ideal neighbourhood? I know I would! Thanks for listening.

## 2 Present an achievement

- 1 1 a personal letter  
2 a newspaper article  
3 an encyclopaedia
- 2 The encyclopaedia entry (3) contains accurate information. The opinions expressed in the letter about the size of the aeroplane and the danger turned out to be false, since Earhart was successful. The newspaper article gives wrong information about the length of the flight (just under 15 hours).
- 3 2 and 4 give reasons.
- 4 **name:** Amelia Earhart  
**date/place of birth:** 24th July 1897/Atchison, Kansas  
**achievement:** first woman to fly solo across the Atlantic Ocean in 1932  
**date/place of death:** 2nd July 1937/  
disappeared somewhere across the Pacific Ocean

## 5 Suggested Answer

Every century has its firsts, doesn't it? Amelia Earhart was born on 24th July 1897 in Atchison, Kansas. Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean in 1932.

Before the flight, Earhart was a well-known pilot, but no one thought it was possible for her to fly on her own across the Atlantic. Most people in those days didn't think a woman had the strength or ability for such a long flight. But Earhart didn't listen to the critics. She set off on her journey from Harbour Grace in Newfoundland, Canada. She had been flying for 14 hours and 56



# Presentation Skills Key

minutes when she landed in a field in Culmore, Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA. After her incredible bravery and skill at flying a small plane, no one could say that women could not do these things anymore. Unfortunately, she disappeared somewhere across the Pacific Ocean on 2nd July 1937.

I think it's fair to say that Amelia Earhart gave women 'a flying start' in the 20th century! Thank you for listening.

## 3 Present a healthy lifestyle

- 1 Beginning 2 uses a proverb related to a healthy lifestyle.

- |   |         |              |      |
|---|---------|--------------|------|
| 2 | 1 First | 3 Finally    | 5 as |
|   | 2 Also  | 4 This means |      |

- 3 The phrases that recap the main points of the presentation are:

Now that we talked about what you should do to stay healthy,  
I've already mentioned that you need to eat lots of fruit and vegetables,  
Also, as I told you earlier, exercising regularly is important,

## 4 Suggested Answer

Hello, everyone, and happy World Health Day! Every year on World Health Day, I think of the Arabic proverb that goes: "He who has health has hope; and he who has hope has everything." Today, I would like to tell you a few of the best ways you can stay healthy – and some things you should avoid too!

In the first place, it's important to eat at least five portions of fruit and vegetables each day. Experts recommend this number so that you can consume the nutrients you need to stay healthy. Another good idea is to meditate. It's a good idea to spend some time outdoors every day to get some fresh air and reconnect with nature. This is very good for your health and general well-being. It also relaxes the mind and is a good way to combat stress.

Now that we talked about what you should do to stay healthy, I'm going to mention a few things you shouldn't do. First of all, I've already mentioned what you need to eat: lots of fruit and vegetables. But what foods shouldn't you eat? It's best to avoid sweets, because they are full of sugar. Also, you really shouldn't spend too much time watching TV because it means less time for exercise and, as I told you earlier, exercising regularly is important.

To conclude, eating healthily, reducing stress and keeping your body strong, relaxed and at an ideal weight are all important ways to stay healthy. And we all want to keep our bodies physically fit, so we can be our best selves, don't we? Now, are there any questions? ... Thank you all very much.

- 5 (Ss' own answers)

## 4 Present an invention

- 1 1 asks a series of questions  
2 a hook statement
- 2 B is speaker notes and A is the actual wording of the presentation.  
B only has key words/phrases, connected to the contents of slide 1.

## 3 Information to use:

- 1972
- first email program
  - NCP introduced
  - ARPA → DARPA

## Speaker Notes:

- 1972
- first email program (Ray Tomlinson)
  - NCP (Network Control Protocol) introduced – allows computers to communicate
  - ARPA → DARPA (end of year – D stands for 'defense')

## 4 Suggested Answer

Good morning, everyone. When you think about an invention of the 20th century which changed the lives of people, what comes to mind? ... Perhaps the computer? ... Maybe the mobile

phone? Well, I think of the Internet, because without it, you wouldn't care about the other two. The start of the Internet can be traced back to the year 1969, when the Advanced Research Projects Agency of the Department of Defence in the USA created ARPANET, a time-sharing network of computers. This led to what we now know as the Internet. In 1972, Ray Tomlinson wrote the first email program and a few months later, NCP or Network Control Protocol was introduced. This allowed computers to communicate with one another. At the time, not a lot of people realised how the Internet would change the way people lived. In fact, Clifford Stoll, an American astronomer, said the Internet wouldn't change anything. He was, of course, totally wrong because the Internet has changed everything. It has allowed people to access and share information around the world at the click of a button. It has also revolutionised communication, so distance is not an issue and working from home or even in another country is possible. There are also many more educational opportunities because of it. The Internet, without a doubt, has changed our lives greatly and has made the world a lot smaller. As the American author Dave Berry once said, "The Internet is the most important single development in the history of human communication". I couldn't agree more. Are there any questions? Thank you for listening.

## 5 Present a nature reserve

- 1 1 touch 3 taste 5 sight  
2 smell 4 hearing
- 2 1 clear 3 unique  
2 bright 4 amazing
- 3 1 warm  
2 sweet-smelling  
3 huge  
4 unforgettable  
the feeling of the warm sun on your skin (touch)  
the scent of sweet-smelling wildflowers (smell)  
you can also see a huge variety of wildlife (sight)

## 4 Suggested Answer

Hello everyone, and welcome to Romania. I'm sure there are a lot of places which you'd like to visit during your time here, but I highly recommend that you visit Calimani National Park. This nature reserve is in north Romania and it's a beautiful place of unspoilt nature.

In Calimani National Park, you can see a huge variety of landscapes, from waterfalls to forests, and you can spot a wide range of wildlife. The park is also great for bird-watching, with countless European deer, wolves and, of course, the famous Carpathian brown bear. There is also a big variety of plant species. All in all, a trip to Calimani National Park is an unforgettable experience. You'll learn a lot about ecology and experience nature at its most beautiful!

You don't want to go home without seeing such a beautiful place, do you? Are there any questions? Thank you for listening.

## 6 Present a film character

- 1 1 The speaker asks questions about the character.  
2 The speaker gives a series of statements about the character.
- 2 (Ss' own answers)
- 3 1 Slide B is more effective as it shows Sean Connery playing Bond and one of Bond's most unforgettable lines.  
2 Slide A is more appropriate as it has the information in brief, and the fonts and bullet points help the reader.

## 4 Character: James Bond

**Actors:** Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan, Daniel Craig

**Appearance/Personal qualities:** tall, athletic, handsome with short hair, smartly dressed; sensible, calm and independent

**Name of film(s):** over 25, including Casino Royal, Quantum of Solace, Skyfall and Spectre

**Types of film(s):** spy, adventure, action

# Presentation Skills Key

## 5 Suggested Answer

He is always well-dressed and he is a gentleman. His accent is typically British, but he speaks at least seven languages. He has travelled the world and he has a licence to kill. His code name is 007. That's right, the name's Bond, James Bond.

Ian Fleming created this character in 1952. He has appeared in 12 novels and two short story collections.

James Bond is one of cinema's most popular characters, too. In fact, he has appeared in over 25 films! They are spy and adventure films with a lot of action. Several different actors played James Bond, including Sean Connery, George Lazenby, Roger Moore, Timothy Dalton, Pierce Brosnan and Daniel Craig. Daniel Craig appeared in Casino Royal in 2006, Quantum of Solace in 2008, Skyfall in 2012 and Spectre in 2015. Commander James Bond – code name 007 – is a tall, handsome secret agent with short hair. He usually wears a suit. He's clever and able to create several plans to achieve his goals. He can speak a lot of languages and is quite athletic. He's very skilful at martial arts and appears to be sensible, calm and independent. His films are all quite memorable as he is a brave and adventurous character who always gets out of difficult spots and saves the day!

All in all, James Bond is one of the best characters in film and I think anyone would really enjoy the James Bond films. After all, who doesn't enjoy a film full of action, adventure and excitement? Are there any questions? Thank you for listening.

# Fun Time Key

## Fun Time 1 (p. 128)

- 1 The school is never open on Sunday.
- 2 b
- 3 How often do you go shopping? I go shopping every Saturday.
- 5 a
- 6 b
- 7 I always brush my teeth.
- 9 beach
- 10 a
- 11 Are they visiting the museum now? No, they aren't.
- 13 Does Betty go to the gym every day? No, she doesn't.
- 14 desert
- 15 b
- 16 for
- 17 a
- 19 love
- 20 b
- 22 with
- 23 cave
- 24 a
- 25 a
- 27 Do your grandparents live in the countryside? Yes, they do.
- 28 b

## Fun Time 2 (p. 130)

- 1 (Suggested Answer) flood, tornado
- 2 tired
- 3 windy
- 5 surprised
- 6 (Suggested Answer) played, danced
- 7 was surfing
- 8 rain
- 10 (Suggested Answer) fog, snow
- 12 was cooking
- 13 scared
- 14 (Suggested Answer) stone, marble
- 15 foggy
- 16 (Suggested Answer) yesterday, ago
- 18 (Suggested Answer) I did my homework., I watched TV.
- 19 Did Ancient Romans grow
- 20 (Suggested Answer) drank, swam
- 21 boring
- 22 wrote

- 23 (Suggested Answer) I was reading a book., I was listening to music.
- 25 (Suggested Answer) I went to the cinema., I visited my grandparents.
- 26 Was Cindy doing
- 27 Were you watching/No, I wasn't.
- 28 sang
- 29 (Suggested Answer) I travelled to Spain., I went swimming every day.
- 30 didn't have

## Fun Time 3 (p. 132)

(from left to right & top to bottom)

- (use) a nasal spray
- been
- play online/video/computer games
- Have you finished
- take
- didn't watch
- is sleeping
- play laser tag
- ago
- a runny nose
- has sent
- do parkour
- do gymnastics
- made
- do
- gone
- go go-karting
- haven't written
- lived
- (have) a headache
- ate
- (play) escape games
- never
- (have) a lozenge
- go bowling
- has tried
- have
- travelled
- go rollerblading
- since
- haven't eaten
- drink (mint) tea
- has been working
- make
- had
- (have) a sore throat

# Fun Time Key

## Fun Time 4 (p. 134)

- 1 send
- 2 drone
- 4 mustn't
- 5 Chat
- 6 may
- 7 pilot
- 8 like
- 9 (Suggested Answer) action, simulation, strategy
- 10 couldn't
- 11 Speak
- 13 can
- 14 must
- 16 share
- 17 couldn't
- 18 dentist
- 20 chats
- 21 upload
- 22 mustn't
- 24 could
- 25 (Suggested Answer) artist, doctor, photographer
- 26 Can
- 28 tap on
- 29 may
- 30 Select
- 31 smartphone
- 33 Send
- 34 make

## Fun Time 5 (p. 136) (horizontal, vertical)

- 1.1 Everybody
- 1.2 deforestation
- 1.3 will/'ll pass
- 1.4 Do
- 1.5 grow organic fruit & vegetables
- 2.1 are/'re going to cut
- 2.3 is/'s travelling
- 2.4 a lot of
- 2.5 people
- 2.6 wasp
- 3.1 build a birdhouse
- 3.2 many
- 3.3 anything
- 3.4 am/'m going to make
- 3.5 air pollution
- 3.6 is/'s going to wear

- 4.2 will/'ll make
- 4.3 chameleon
- 4.4 will help
- 4.6 little
- 5.1 many
- 5.2 rubbish
- 5.3 will be flying
- 5.4 butterfly
- 5.5 no one
- 5.6 is/'s going to rain
- 6.1 tortoise
- 6.3 anyone
- 6.4 organise a clean-up day
- 6.5 will not/won't see
- 6.6 oxen

## Fun Time 6 (p. 138)

### (Suggested Answer)

#### Festival

SA: OK, so this is an event. It can last from one day to many days. Lots of people go there. It's usually outdoors. There are things to eat and drink and everyone has a lot of fun.

SB: A festival!

SA: Correct! etc

# Songs Key

## Song 1 (p. 130)

### 1 Suggested Answer

I think I'm going to hear words/phrases of daily routines and everyday activities: take a shower, eat breakfast/dinner, etc.

### 2 Suggested Answer

The song uses present tenses because it is about daily routines and everyday activities.

### 3 Suggested Answer

A: My life is the same as the singer's because I get up and get ready for school every morning. I also walk to school with my friends.

B: My life is a bit different from the singer's because I take the bus to school, but in the evening, I have dinner with my family like the singer does.

A: Yeah, me too.

- Play the video and elicit Ss' comments.

## Song 2 (p. 131)

1 1 last      2 day      3 today      4 away

### 3 Suggested Answer

A: I think the quote means that the past can teach us a lot.

B: I agree. I think we can learn from our past mistakes, so we don't make them again in the future.

- Play the video and elicit Ss' comments.

## Song 3 (p. 132)

### 1 Suggested Answer

body, food, health, exercise, sport, fruit, fit, vegetables, water, sleep etc

### 2 Suggested Answer

body ✓, food, health ✓, exercise ✓, sport ✓, fruit, fit ✓, vegetables, water, sleep ✓

### 3 Suggested Answer

Make healthy choices every day  
Because this is the best way  
To keep your body strong and fit  
So take good care of it, it, it

- Play the video and elicit Ss' comments.

## Song 4 (p. 133)

### 1 Suggested Answer

send, download, type, click, stream, print, delete, update, check, post, etc

### 2 Suggested Answer

click, send, stream, update, post, print, delete

### 3 Suggested Answer

I would watch TV, read a book or go outside and play with my friends. I would also spend more time with my family.

- Play the video and elicit Ss' comments.

## Song 5 (p. 134)

|   |        |         |         |         |
|---|--------|---------|---------|---------|
| 1 | 1 home | 4 needs | 7 waste | 10 seas |
| 2 | only   | 5 car   | 8 Save  |         |
| 3 | takes  | 6 cut   | 9 need  |         |

### 2 Suggested Answer

This is a picture that shows deforestation. Trees clean the air we breathe. If we cut them down, we won't have enough clean air to survive. Also, many animals will lose their homes. We should all do something to reduce deforestation!



- Play the video and elicit Ss' comments.

## Song 6 (p. 137)

|   |       |         |         |
|---|-------|---------|---------|
| 1 | 1 now | 3 loud  | 5 stage |
| 2 | shout | 4 crowd | 6 smile |

### 2 Suggested Answer

I can picture myself on a stage ready to perform in front of a big audience. The crowd dances to the music and I rock the stage.

### 3 Suggested Answer

I think the singer means that we only get one life to live and we should make the most of it.

- Play the video and elicit Ss' comments.



# Going Green

## Starter – Reduce Waste at School

### 1 **Aim** To revise vocabulary

Ask Ss to look at the pictures. Elicit the meaning of unknown words (recycled, refillable). Ss answer the question.

#### **Suggested Answer Key**

*At school I use a refillable pen and pencil and a lunch box.*

### 2 **Aim** To predict content

- Read the title aloud. Mime the idea of 'waste' (e.g. pretending to throw things such as paper in the bin).
- Elicit what the title means.
- Ss in pairs try to guess the relationship between the title and the pictures. Check in open pairs.

#### **Suggested Answer Key**

*I think that the text gives us information on how we can have less rubbish at school.*

### 3 **Aim** To read for specific information

- Allow Ss three minutes to read the text silently and complete the sentences. Ss discuss answers with their partners.
- Check Ss' answers.

#### **Answer Key**

- 1 ... ask your teacher if you can hand in your homework on a disk.
- 2 ... use it for a long time.
- 3 ... much as you want to eat.
- 4 ... recycling bins.

- Play the video for Ss and elicit their comments.

### 4 **Aim** To talk about what you learnt

- Allow Ss two minutes to look over the text. Ss close their books and tell their partner three things they remember from the text.
- Elicit a variety of answers from Ss around the class.

#### **Suggested Answer Key**

- use less paper
- use refillable pens and pencils
- recycle paper and cans

### 5 **Aim** Project: To research and present other ways to reduce waste at school or at home

- Ss discuss the task in pairs. Elicit a variety of ideas and write them on the board. Ss can use the Internet as well as magazines to collect information and complete the task. Encourage Ss to present the information as a poster with pictures.
- Choose some Ss to present their work to the class. Ss may vote for the ones they like the best.

*(Ss' own answers)*

## Module 1 – Ecosystems

### 1 **Aim** To introduce the topic

- Refer Ss to the definition of an ecosystem and ask them to name some general living and non-living elements in order to check understanding (e.g. insects, fish, rocks, soil, etc).
- Allow time for Ss to identify the ecosystems in the pictures and to think about what creatures they associate with each. Discuss answers with the class.

#### **Suggested Answer Key**

**coral reef** – coral, sponges, sea urchins, etc

**ocean** – lobsters, dolphins, whales, tuna fish, swordfish, plankton, etc

**grassland** – grass, shrubs, rabbits, grass snakes, bees, grasshoppers, etc

**river** – trout, reeds, pike, swans, ducks, beavers, otters, frogs, etc

**swamp** – alligators, crocodiles, ferns, mosquitoes, etc

**desert** – cactuses, camels, scorpions, snakes, etc

**rainforest** – trees, monkeys, frogs and toads, bats, centipedes, snakes, etc

### 2 **Aim** To use previous knowledge of a subject to predict answers

- Explain that thinking about what Ss know about the topic before they read can help them understand the text. However, they should only use information given in a text to answer questions about the text.

- Ss talk about possible answers to the questions in pairs. Discuss suggestions with the class, but do not confirm answers at this stage.
- Ss read the text. Allow time for Ss to modify their predicted answers if necessary and then check answers with the class.

### Suggested Answer Key

- 1 *There is a mixture of different living and non-living things in an ecosystem.*
- 2 *All the parts interact to maintain the balance in the system.*
- 3 *If something changes in an ecosystem, then it affects the whole ecosystem.*

### 3 To develop vocabulary

- Ss use contextual clues to explain the words in bold. Alternatively, they may use their dictionaries to look up the meanings of words they do not know.
- Check answers with the class.

### Suggested Answer Key

**grow up:** *gradually change from being a child into being an adult*

**habits:** *actions people do often or regularly*

**survival:** *ability to stay alive*

**soil:** *earth in which plants grow*

**fungi:** *type of plant, including mushrooms*

**bacteria:** *microscopic organisms*

**imaginary:** *not real*

**web:** *a complicated pattern of connections and relationships*

**countless:** *so large that the number cannot be measured*

**produce:** *make, manufacture*

**energy:** *the power that enables plants and animals to do things*

**nest:** *the home of a bird; where it lays its eggs*

**delicate:** *sensitive, easily damaged*

**balance:** *situation in which all the parts are of equal strength*

### 4 To identify synonyms

Allow time for Ss to complete the matching task and then compare answers with a partner. Check answers with the class.

### Answer Key

*keep – maintain*

*depend on – rely on*

*work together – interact*

*disturb – upset*

*eat – feed on*

### 5 To describe a picture and reading for specific information

- Ask various Ss to say what they can see in the picture (a bird making a nest, a tree, a rabbit, green grass, a grasshopper, etc). Ask Ss to read the text again and elicit the answer to the question in the rubric.

### Answer Key

*Paragraph 3.*

- Elicit what living and non-living elements are in the ecosystem in the drawing (living: grass, tree, bird, rabbit, grasshopper; non-living: air, heat, soil and light).
- Conduct a brief classroom discussion on how this ecosystem might work.

### Suggested Answer Key

*The sun helps the grass grow. The grasshoppers eat the grass and the birds eat the grasshoppers. The bird uses the tree and the grass to make its home and the rabbit uses the soil and the grass to make its home. The animals use the air to breathe and the sun for heat and light.*

- Play the video and elicit Ss' comments.

### 6 Project: To describe a local ecosystem

- Explain the task and answer any questions Ss may have. Allow time for Ss to discuss their research and write about their ecosystems. Alternatively, assign the task as H/W.
- Display Ss' work in the class.
- Offer individual and class feedback on Ss' achievements.

*(Ss' own answers)*

# Going Green

## Module 2 – Earth Day

### 1 **Aim** To match a saying to its definition

- Read out the saying and explain any unknown words in the saying or explanations (a-c).
- Ss match the saying to the correct explanation.
- Check Ss' answers.

#### Answer Key

b

### 2 **Aim** To read for detailed understanding

- Preteach any unknown words (e.g. senator – a politician responsible for making laws).
- Ss read the text and fill in the missing sentences.
- Check answers. Then have Ss read out the completed text. Assign one paragraph to each volunteer.
- Ask questions to ensure that Ss have understood the text (e.g. What was Senator Nelson worried about? When and why did he create Earth Day? How is the saying in Ex. 1 related to Senator Nelson's concerns?).

#### Answer Key

1 c      2 a      3 d      4 b      5 e

- Play the video for Ss and elicit their comments.

### 3 **Aim** Project: To make a pine cone bird feeder, experiential learning

Read and explain the instructions and bring the materials needed to class. Give out the materials to Ss. Ss make their pine cone bird feeders and hang them on branches of trees in the school yard or in their garden.

## Module 3 – Food for thought

### 1 **Aim** To talk about shopping for food

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

#### Suggested Answer Key

*I go shopping for food once a week with my mum. We shop at the local supermarket and we get the things we need for the week. We buy fruit and vegetables, meat and fish, bread and cereal, snacks, etc.*

### 2 **Aim** To categorise

- Elicit/Explain the meanings of any unknown words in the rubric. Ss make a list of the food they often buy.
- Draw a table on the board with the headings fresh, frozen, lots of wrapping, organic. Ss copy it into their notebooks and put the foods from their lists under the right heading. Elicit answers from around the class to complete the table on the board. Discuss the results as a class.

#### Suggested Answer Key

| Fresh                            | Frozen          | Lots of wrapping      | Organic                        |
|----------------------------------|-----------------|-----------------------|--------------------------------|
| milk, eggs, bananas, cheese, etc | fish, meat, etc | cereal, biscuits, etc | broccoli, carrots, apples, etc |

### 3 **Aim** To predict the content of a text

- Read out the words in the list and elicit/explain their meanings. Ask Ss to predict what the text is going to be about.
- Ss read the text and check their predictions.

#### Suggested Answer Key

*The text is about food, how production methods and packaging harm the environment and things we can do to help the environment.*

### 4 **Aim** To read for specific information, gap filling

- Focus Ss' attention on the gaps in the text. Point out that the words that are missing are function words (i.e. prepositions, conjunctions, quantifiers) and that Ss must read the text and use the context and the words before and after the missing word to work out what the missing word is. Do the first item with Ss to model the task.
- Check answers with the class and ask some Ss to read the completed text out loud.

#### Answer Key

1 and                      3 of                      5 any/the  
2 as                      4 more

- Ss explain the words in bold, using a dictionary when necessary.

## Suggested Answer Key

**transporting:** moving people or goods from one place to another

**exhaust fumes:** the waste gas from a vehicle's engine

**organically grown produce:** plants that are grown without the use of chemicals

**chemicals:** substances that are produced by chemistry, artificially

**pesticides:** chemicals that are used to kill insects that harm plants

**packaging:** the paper, box etc that sth is wrapped in so that it can be sold or sent somewhere

**bin:** a container that is used to put waste in

**refrigerator:** fridge; a large metal container that uses electricity to keep food cool and fresh

- Play the video for Ss and elicit their comments.

## 5 To talk about what you learnt

- Allow Ss two minutes to look over the text. Ss close their books and tell their partner four things they remember about the text.
- Elicit various answers around the class.

(Ss' own answers)

## 6 Project: To research and give a presentation about how to be environmentally friendly when it comes to food

- Explain the task. Ss do research on the Internet on other things we can do to be environmentally friendly when it comes to food. Ss organise the information they collected and give a five minute presentation to the class.
- Tell Ss to pay special attention to the presentations and say two new ways they learnt about how to be environmentally friendly when it comes to food.

## Suggested Answer Key

*We can buy less processed food. For example, buy food such as raw cane sugar and unbleached flour. This would save energy and would be more healthy too.*

*We can buy foods that come in recyclable packaging. This saves on waste.*

*We can ask for paper bags instead of plastic ones when we go shopping, so we can recycle them. We can also use our own bags when we go shopping. That way we don't collect loads of plastic bags.*

## Module 4 – Save Energy at Home

### 1 a) To present and practise vocabulary

- Focus Ss' attention on the pictures. Ask Ss: Which of the appliances have you used today? How did you use it/them? How does each one work? etc. Ss answer the questions in pairs.
- Monitor Ss' performance offering assistance as necessary.

## Suggested Answer Key

*You can find a fridge, a kettle, an iron and a toaster in the kitchen.*

*You can find a telephone, a lamp and a television in the living room.*

*You can find a hair dryer in the bedroom.*

*You can find an air conditioner in the bedroom/ living room.*

*We use a fridge to keep food cool. Sometimes there is a part that keeps food frozen.*

*We use a telephone to talk to people who are not in the same place as we are.*

*We use a lamp to light up a small area.*

*We use a hair dryer to dry our hair after we have washed it.*

*We use an iron to press clothes.*

*We use a toaster to toast bread, crumpets, bagels, etc.*

*We use a kettle to boil water for tea and coffee.*

*We use a television to watch programmes.*

*We use an air conditioner to keep a room cool in hot weather.*

*They all use electricity to function.*

### b) To understand a dictionary entry

- Read the dictionary definition aloud. Check that Ss understand the definition.
- Elicit answers to the question from different Ss. Encourage Ss to disagree/agree with their classmates' answers. Discuss as a class.

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## **Suggested Answer Key**

*All the appliances have the potential to be vampire devices if we never unplug them.*

### **2** **To talk about the ways we waste energy in the house**

- Elicit ways to save energy in the home and write them on the board.
- Focus Ss' attention on the picture on p.149. What rooms can they see? (kitchen, bedroom, bathroom and living room).
- Ask Ss to talk the ways people waste energy in the house.

## **Suggested Answer Key**

*In the kitchen, people sometimes leave the fridge open.*

*In the bedroom, people sometimes don't turn off the light when they leave the room.*

### **3** **To talk about how to save energy; to read for confirmation**

- Ask Ss to look at the drawing on p. 149 to get ideas on how we can save energy at home. Elicit answers (not leave lights on if we don't need them, etc). Ss talk in pairs.
- Ss read to check their answers.
- Elicit how many things they mentioned in the reading and how many things they didn't mention. Also ask several Ss which of the energy wasting devices wastes the most energy and why.

## **Suggested Answer Key**

*Close all doors and windows to keep in the heat.*

*Turn off all electrical appliances when not in use.*

*Turn off lights when you don't need them.*

*Don't waste water.*

- Play the video for Ss and elicit their comments.

### **4** **Project: To keep a log about saving energy**

- Explain what a log is. Explain the task. Give Ss an example of how to do it. (See Suggested Answer Key)
- Check and mark Ss' logs every Friday for the month.

## **Suggested Answer Key**

### **Week 1**

#### **Monday**

*Turned off the light and the computer in my brother's room. My brother was out for the evening.*

#### **Wednesday**

*Asked Dad to replace the washer on the bathroom tap because it was leaking.*

#### **Thursday**

*Stayed five minutes less than usual in the shower and saved water.*

## **Module 5 - Traded Dead or Alive**

### **1** **To describe a picture; to infer meaning and relate it to a title**

- Focus Ss' attention on the picture.
- Ss, in small groups, brainstorm for the answers to the questions.
- Elicit answers for each question from several Ss and initiate a class discussion.

## **Suggested Answer Key**

*The picture shows various African wild animals including a tiger, a zebra, an antelope, a leopard and an elephant lying together on an airport baggage carousel. They are all dead. Some are whole and others are in pieces.*

*The place is the baggage claim area of an airport.*

*The whole scene is strange and shocking.*

*These and other animals are traded illegally either alive as exotic pets or dead as tourist souvenirs because many people on holiday buy souvenirs made of animal parts.*

### **2** **To practise vocabulary related to souvenirs**

- Explain/Elicit the meanings of any unknown words.
- Focus Ss' attention on the six pictures on p. 151. Read the example aloud.
- Ss do the task in pairs.
- Check answers with the class.

## **Suggested Answer Key**

*They used tiger fur to make the coat.*

*They used snakeskin to make the belt.*

*They used coral to make the necklace.*



*They used tortoiseshell to make the hair pins.  
They used macaw feathers to make the fan.*

### 3 **Aim** To predict the content of a text

- Ask Ss to brainstorm what they expect the text to be about. Write some suggestions on the board.
- Ss read the text and check their predictions.
- Check answers with the class.

#### **Suggested Answer Key**

*The text is about the illegal trade in animal parts of endangered species and gives advice on how to avoid buying these kinds of souvenirs.*

### 4 **Aim** To complete an open cloze text

- Do item 1 with Ss, then Ss continue in pairs or small groups and fill in the remaining gaps with the missing word.
- Check and discuss answers with the class.

#### **Answer Key**

- |         |        |        |
|---------|--------|--------|
| 1 most  | 4 or   | 7 will |
| 2 going | 5 them | 8 them |
| 3 the   | 6 If   |        |

- Play the video for Ss and elicit their comments.

### 5 **Aim** Role play, to talk about safe souvenir shopping

- Divide Ss into small groups.
- Allow Ss time to go through the text and take notes. Ss then imagine that they are tour guides and take it in turns to speak to their groups about safe souvenir shopping.
- Monitor the task helping Ss as necessary.
- Ask some Ss to act out their talk in front of the class.

#### **Suggested Answer Key**

*I'd like to talk to you about what souvenirs you should and shouldn't buy. A lot of animal poachers continue to do their cruel work in Africa. These people kill animals illegally – often endangered animals – and trade in their animal parts. It is therefore illegal to buy anything that they made from ivory, coral, macaw feathers, tortoiseshell, animal fur or snake skin.*

*Be especially careful when it comes to bags, belts, ornaments and jewellery. If you do buy*

*these things either on purpose or by accident, customs officers will take them away from you and fine you. If you are uncertain about what they used to make something, don't buy it!*

### 6 **Aim** Project: To make a poster to help protect endangered animals from illegal trade

- Explain the task.
- Ss research online and collect the information that they need.
- Ss then make a poster to help protect endangered animals from illegal trade.
- Encourage Ss to find examples of other illegal tourist souvenirs made from endangered species and to stick pictures of the animals on their posters.

*(Ss' own answers)*

## Module 6 –Why do Leaves fall?

### 1 **Aim** To present new vocabulary

- Ss match the leaves to the descriptive adjectives individually and then compare answers with a partner.
- Check answers with the class.

#### **Answer Key**

- |                |           |
|----------------|-----------|
| 1 heart-shaped | 3 prickly |
| 2 hairy        | 4 slender |

### 2 **Aim** To predict text content

- Ask Ss to look at the title of the text and then go through the list of prompts with the class to check understanding. Invite Ss to suggest what the text might be about.
- Ss read the text and check their predictions.

#### **Suggested Answer Key**

*The text describes the life cycle of a leaf and how trees use energy from sunlight to produce food.*

### 3 **Aim** To complete sentences based on information in a text

- Explain the task, checking that Ss understand they should complete the sentences using information from the text but in their own words, i.e. paraphrased.



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- Ss complete the sentences individually and then compare answers with a partner. Invite a few Ss to read out their sentences to the class to check answers.

### **Suggested Answer Key**

- 1 ... trees and plants the energy they need to make food.
- 2 ... cannot make as much food as the tree needs.
- 3 ... the chlorophyll in the leaves changes.
- 4 ... protect and feed the roots of the tree.

### **4 Aim To identify trees in different seasons**

Refer Ss to the pictures of the four trees and their colours. Elicit what the season is.

#### **Answer Key**

- |          |          |
|----------|----------|
| A summer | C winter |
| B autumn | D spring |

### **5 Aim To personalise information**

- Explain the task and ask Ss to work in pairs. Ss take turns to describe their life as a leaf to each other.
- Monitor pairs as they work on the activity, providing assistance where necessary.
- When pairs complete the task, invite a few individual Ss to describe their life cycles as leaves to the class.

#### **Suggested Answer Key**

*My life begins in spring when the trees come to life again and produce new leaves like me. Until the end of summer, I use the sun's energy and the chlorophyll in my leaves to change carbon dioxide from the air and water into food that helps the tree grow. When autumn comes, there is not enough sunlight for me to keep producing the tree's food and I start to change colour and die. When I die, I fall to the ground where I keep the roots of the tree warm. Then I rot and feed the roots.*

### **6 Aim To create a leaf rainbow**

- Ss can collect leaves for this task. Alternatively, they may make leaves from pieces of paper or print pictures of leaves that they find on the Internet.
- Display some of the finished rainbows around the class.

(Ss' own answers)

# Evaluations Key

## Evaluation 1 (Modules 1-2)

- 1** 1 snowing 4 cloudy  
2 windy 5 thunderstorm  
3 sunny
- 2** 1 beach 3 valley 5 cave  
2 lake 4 desert
- 3** 1 fresh 4 friendly 7 heavy  
2 tall 5 nervous 8 clean  
3 tired 6 boring
- 4** 1 Is Kevin travelling 4 doesn't like  
2 is never 5 always reads  
3 is lying
- 5** 1 I'm not 3 we do 5 she is  
2 he isn't 4 I do
- 6** 1 Did Alex buy, did  
2 Did Daniel learn, didn't  
3 Was Mary, wasn't  
4 Did Helen play, did  
5 Did Claudia take, did
- 7** 1 When was it raining?  
2 Who watched a film two days ago?  
3 What stroke Italy in 2009?  
4 Where did Iacob go yesterday?
- 8** 1 was surfing, was listening  
2 fell off, broke  
3 wasn't sleeping, rang  
4 were driving, started  
5 Did you have, were
- 9** 1 across 3 off 5 out  
2 on 4 up with

- 10** 1 C 2 E 3 B 4 A 5 D

## Evaluation 2 (Modules 3-4)

- 1** 1 take 3 have 5 play  
2 make 4 do
- 2** 1 dentist 3 artist 5 secretary  
2 mechanic 4 nurse

- 3** 1 upload 3 tweet/retweet 5 like  
2 send 4 share
- 4** 1 has gone 3 has gone 5 have gone  
2 have been 4 has been
- 5** 1 for 3 yet 5 just  
2 never 4 ever
- 6** 1 are doing 4 is raining  
2 has been waiting 5 have been playing  
3 is cooking
- 7** 1 mustn't 3 could 5 might  
2 must 4 May
- 8** 1 Can I watch TV now?  
2 You mustn't go to the lab. It's against the rules.  
3 Jane couldn't drive a car when she was 16 years old.  
4 You must respect your friends.  
5 We may go to Romania this summer.
- 9** 1 Students mustn't bring mobile phones to school.  
2 Might I borrow your pen?  
3 You must see a doctor for your backache.  
4 We can go to the cinema.  
5 He may be at the computer lab.  
6 Kate couldn't ride a bike when she was four years old.
- 10** 1 up 3 in 5 back  
2 on 4 off
- 11** 1 C 2 E 3 A 4 B 5 D

## Evaluation 3 (Modules 5-6)

- 1** 1 b 2 d 3 e 4 a 5 c
- 2** 1 theatre 3 row 5 balcony  
2 stage 4 aisle
- 3** 1 reggae 3 blues 5 classical  
2 electronic 4 opera

## Evaluations Key

**4** 1 many      3 a lot of      5 a little  
2 few      4 much

**5** 1 melts      4 go  
2 find      5 won't go  
3 rains

**6** 1 will be flying      5 leaves  
2 will win      6 is going to rain  
3 will miss      7 is travelling  
4 are going to spend      8 will be travelling

**7** 1 C      2 B      3 C      4 C

**8** 1 out      3 after      5 down  
2 into      4 into

**9** 1 E      2 D      3 B      4 A      5 C

# Student's Book Audioscripts

## Module 1 – Our World

### 1a – Exercise 5 (p. 17)

- A:** What's that graph about, Daniel?
- B:** Oh, hi, Mum. It's the results of a survey. It's about free-time activities.
- A:** Oh, that's interesting. So, how do your classmates like spending their free time?
- B:** Well, 86% like surfing the Net – that is the most popular activity – and 70% like playing video games.
- A:** I see. And what about spending time with family and friends? Is that a popular activity?
- B:** Yes, of course. 62% say they like doing that. And another interesting result was that 57% like playing sports.
- A:** OK, and what about your favourite activity – going to the cinema? Do any of your classmates like doing that?
- B:** Yes, of course, 43% of them do. But more people like listening to music – half of the class, actually.
- A:** 50%? That's a lot. So, which activities are not so popular with your classmates?
- B:** Well, 32% of them like going to amusement parks and just 15% like reading books.
- A:** Really? That's a pity – reading is my favourite activity. Is that the activity that has the lowest percentage?
- B:** No, just 5% of classmates like going shopping. I guess they think it's really boring.
- A:** Hmm. That's interesting.

### 1f – Exercise 5 (p. 25)

#### We love Mexico City

You can find Mexico City in the centre of Mexico. It's the biggest city in the country with around 8.5 million people. Its nickname is 'The City of Palaces'.

Mexico City is a great place to go sightseeing. You can visit the famous Angel of Independence in the centre or see sculptures and paintings at the Palace of Fine Arts.

Mexico City has plenty of activities to keep you entertained during your visit. There are countless art galleries and museums, you can pick up some fantastic bargains and souvenirs in the traditional markets downtown. Also there are a lot of theatres and concert halls to enjoy live entertainment and after that you can stay up to enjoy the lively nightlife.

You can find something to do in Mexico City at any time of the day or night. That's why people also call it 'The City That Never Sleeps'!

### Project 1 – Exercise 2 (p. 27)

#### Speaker 1

What does your ideal neighbourhood look like? Are there nice houses with gardens and quiet streets?

My ideal neighbourhood is a place in the city where I can really feel comfortable and safe. It's a place with wide streets and pavements where I can walk safely. And there are lots of car parks so that people can find parking easily. Also, police officers patrol the streets and make people feel safe. Older people can spend their mornings in the park while younger ones can jog there. Children can walk or cycle to school. There are shops for people to do their shopping and great restaurants to enjoy a meal.

How does my ideal neighbourhood sound to you? Would you enjoy living there? I would!

#### Speaker 2

What does your ideal neighbourhood look like? Is it in a busy city or in a quiet village?

My ideal neighbourhood is a quiet place in a village. There are small cottages with beautiful gardens. There are lots of trees and flowers along the streets. It is a place where neighbours know each other and talk to each other on the street. Children play happily in the streets or at the school playground, or go swimming in the lake. There's a main street with nice little shops, a small café and a pizza house. The nearest city is a 15-minutes' drive.

So, what do you think? Would you live in my ideal neighbourhood?

### Revision & Evaluation 1 – Exercise 6 (p. 28)

Visitors to Italy should not miss a trip to Pisa to see its famous leaning tower. Pisa is a city on the west coast of Italy with nice shops, friendly locals and, of course, historic buildings. Most people visit the Leaning Tower of Pisa. The original height of the tower was 60 metres, but now it's under 57 metres. Don't worry, though; it's safe to climb the 294 steps and the view from the top is breathtaking. Because of all the tourists who want to enter the tower, you only have 30 minutes to go up and down, but that's more than enough time.

# Student's Book Audioscripts

The cheapest ticket costs 18 euros when you buy it at the tower, but you can find better deals online. The website of the city also lists the opening times, so check it out before your visit. Please note that children under the age of 8 cannot enter the tower and those between the ages of 8 and 18 need to have an adult with them.

## Module 2 – Truth or Legend?

### Exercise 2 (p. 31)

**Radio Presenter:** ... and now for today's quiz on Truth or Legend we have Janine Potter from Manchester on the line. Good morning Janine. Are you ready? You have five statements and all you have to do is say whether they are true or false.

**Janine:** Yes, I'm ready!

**Radio Presenter:** OK, Janine. First statement; the Moai of Easter Island are over a thousand years ago.

**Janine:** I don't think that's true. They're not as old as that. That's false.

**Radio Presenter:** Congratulations! You're right. The islanders made them between 1250 and 1500 AD. Let's move on to the next question. The designer of the Parthenon, the ancient Greek temple, was Phidias. True or False?

**Janine:** It's true! Phidias was the designer and Callicrates and Ictinos were the architects.

**Radio Presenter:** Well done. Now, Janine, the ancient Persians made buildings in which they kept ice frozen even in the middle of summer.

**Janine:** Er ... true.

**Radio Presenter:** Well done, Janine. They stored ice and sometimes food in these buildings as well. Next question. We know that Emperor Trajan built his market around 100 AD, but is Trajan's Market the world's very first shopping mall?

**Janine:** That sounds to me like it's false.

**Radio Presenter:** Correct! They first used the space for offices. Janine, you need just one more correct answer to win. Here we go. The Maya built their amazing temples with metal tools. True or False?

**Janine:** I think that's false.

**Radio Presenter:** You're right again! They used stone and wooden tools. You really know your history! You got five out of five right and that means you win this week's star prize ...

### 2c – Exercise 3 (p. 36)

#### Recording 1

This is Ned Monkton reporting from Kent city centre. This heavy rain doesn't seem to be stopping, and some streets in the city are completely covered in water. It's a very serious situation, and the police are asking many families to leave their homes. They also want people around the city to avoid driving, especially in the city centre.

#### Recording 2

**A:** Now, we've got some news from that terrible disaster in Thailand. Our reporter Kelly Jones is on the line from Krabi in the south of the country. Kelly, what can you see right now?

**B:** I'm on high ground right now, Bill, looking at the terrible damage that these giant waves caused on this quiet tourist town. It was lucky that everyone survived, but the waves destroyed many hotels and shops. And it all happened so quickly.

#### Recording 3

**A:** Did you feel the ground shaking yesterday evening, Ann? It was very scary!

**B:** Yes, of course. It was lucky we were far away from the centre of it, though. There was a lot of damage in Trenton, around 500 miles to the north.

**A:** Yes, I heard about that. Some buildings fell, but nobody was injured.

### 2f – Exercises 6a & 6b (p. 41)

Paul and his parents were on holiday. One day, they were walking along the beach. It was a sunny day and they were talking happily.

Suddenly, they heard people screaming. They looked up and saw the sea was coming in very fast. "It's a tsunami!" said Paul's mum. They ran towards their hotel.

They made it to their room just in time. From their balcony, they saw the sea cover the land. Houses and boats went past the hotel. They were very scared.

Finally, a helicopter arrived and they climbed into it. As they were flying away, Paul looked down. The tsunami destroyed nearly everything. He felt lucky to be alive.

## Revision & Evaluation 2 – Exercise 6 (p. 44)

**Interviewer:** Welcome back to the show. Now, I'm with a local man Tom Smith. Tom claims that he saw the Loch Ness Monster. Tom, can you tell us when and where the sighting took place?

**Tom:** It was last week, on June 13th exactly. I was in Scotland on holiday. I knew so much about the monster that I thought I'd visit the lake to try and get a photo of it.

**Interviewer:** What was the weather like?

**Tom:** It was raining in the morning, but when I arrived, the sun was shining. Then, around half an hour after I arrived, I spotted the monster. It was quite late at that time, so I was the only one there.

**Interviewer:** So, what did it look like?

**Tom:** It had a long neck and its head looked like the head of a dinosaur. It was swimming really fast across the lake!

**Interviewer:** And what did you do?

**Tom:** Well, I tried to get my phone out of my pocket to take a photo, but I was so excited that I dropped it on the ground.

**Interviewer:** What happened then, Tom?

**Tom:** Well, seconds later, the monster dived under the water and I didn't see it again. I felt really disappointed because I didn't take a picture. Now, I only have my word and a lot of people don't believe me, to be honest.

**Interviewer:** Well, I suppose that's understandable. Most people think it doesn't exist.

**Tom:** That's true, but I'm sure I saw something strange in the lake that day.

## Module 3 – Fit for life

### 3a – Exercise 7 (p. 49)

**Sam:** Hi, Jessica! How was the escape room?

**Jessica:** Hey, Sam! It was really good, actually. Plenty of mystery. It was spooky.

**Sam:** I'm sure that was the idea. Mine was a great adventure. But next time, I'm going on a nice simple detective one. Solve the crime and get out of the room.

**Jessica:** Oh, I don't know... aren't they a bit boring now? Kevin did an escape room in London where he was in a submarine with his team and they needed to get out before the oxygen ran out. Now that sounds fun!

**Sam:** It does, actually. I think it's because it could really happen to you. Not like that one Tracy did, where some aliens took her to another planet and she needed to find her way back to Earth in a spaceship!

**Jessica:** I don't know... as long as it makes sense within the room, I don't mind. I mean, if you're in a pyramid in ancient Egypt, like the one Andy did, and there's a mummy in there with you, that makes sense. But, if you're in prison in a medieval castle and a pirate appears out of nowhere, then that's silly.

**Sam:** You've got a point.

### 3f – Exercise 4 (p. 57)

Good morning everyone. Here's an announcement about a day we have all been waiting for. It's our annual sports day. This year it's on the 8th of June. That's on a Wednesday. It's the 21st sports day we've had here since the school opened and every year it's bigger and better. Events begin at 9:30, but everyone needs to be at school at the normal time – 8:45. Do not be late! We want all our pupils to get involved, so there are a variety of events. Last year we had 12 different events, but this year we're having 16. We have something very special at the end of the day. Paul Abbott, the kickboxing champion, is coming to hand out the medals.

There is also a special prize of a skateboard, thanks to Taylor's Sports Shop, for the pupil who tried their best in all events. Our annual sports day is always a great day and I'm looking forward to seeing you all!

## Revision & Evaluation 3 – Exercise 6 (p. 60)

Are you looking for something exciting to do in Dewey? Then book a slot at the new Dewey Escape Rooms, 115 Carnival Way, Dewey! We're open now, every day from Monday to Sunday, 12 noon until midnight!

Team up with your friends and take on one of our escape room challenges. You could be pirates trying to escape a sinking ship, people stuck in a prison cell, or astronauts trapped on board a space station. You need to solve the clues and find your way out – but you've only got 60 minutes to do it, or you lose the game!

Book your escape room experience today for a special price. Only £15 for groups of 2 to 4 people, and £20 for groups of 5 or more! Visit our website, [www.deweyescape.dewey.com](http://www.deweyescape.dewey.com), for more details, but hurry: the clock is ticking!



# Student's Book Audioscripts

## Module 4 – In the news

### Exercise 2 (p. 63)

Yesterday afternoon, a small accident stopped traffic in Hereford city centre. It happened when a public bus crashed into a parked taxi on the corner of Kent Street and Oak Road. Nathan Hayes, the driver of the taxi, was very angry. "I wanted to send that bus driver back to driving school," he said. "But there was no one in the driver's seat!" The bus is one of five new self-driving buses in Hereford City Centre. They have been on the streets since Monday and our city is still testing them. Now some people say they aren't safe. Mayor Philippa Sutton disagrees, however. "The taxi driver parked badly," she said. "I still think these buses are 100% safe and are helping Hereford become a greener city."

### 4f – Exercise 7 (p. 73)

Morning, listeners. Here's an announcement for all fans of video games. PinPals is having a competition this Saturday, 14th June, to celebrate ten years of being the number one video games shop in town. All you have to do is come along dressed as your favourite video game character! We want to see lots of Links, Lara Crofts, Nathan Drakes and Sonics, but feel free to come as anyone you want. The shop is open as usual from 9 in the morning till 5 in the afternoon, but get there by 10:30 because the competition is at 11. The top prize is a fantastic games console. Other prizes include video games and T-shirts. Snacks are available all day and you can hear music from local bands. So dress up, come along and you could win! Whatever happens, you're going to have a great time at PinPals!

### Revision & Evaluation 4 – Exercise 5 (p. 76)

Next on the show, we have something for video game fans. DigiFan, the magazine for gamers, is having a competition for all its readers. All you have to do to win 10 video games is create your own video game character. It can be anything you want: a person, an alien from another planet, or a monster. You can draw your character or make a digital image of it. Just make sure it has a name and also tell us the character's story. Entries have to be in before the 31st of July and you can find the results online from the 31st of August. You can see a professional artist's

drawing of the winning design on the front of the November issue of DigiFan magazine. There's only one rule in the competition and that is that your character must be completely new. It can't be a drawing of an old character from another game. You can send your entries by email or post them to DigiFan's offices at 43 Holt House, Brentford. So get creative, gamers, and you could see your character in newsagents across the country.

## Module 5 – Be Green

### 5f – Exercise 7 (p. 89)

Good afternoon. My name's Jack Moon and I work as a ranger for the Lake District National Park. It's England's most popular national park with around 15 million visitors each year, but we need your help to protect the park and keep it beautiful. So, this summer, we're organising special volunteering holidays!

They're for teenagers between the ages of 14 and 18. You'll join a group of around 15 other volunteers, and you'll stay for five nights in tents in the park. We'll also give you three meals every day.

So what does the work involve? Well, volunteers will spend their time doing various jobs around the park. You'll repair fences and signs so that visitors keep to the trails. Also, you'll pick up litter and do surveys of the wildlife around the park.

We'll provide most of the things you'll need during your stay – such as tools and camping equipment – but you should bring good walking boots and a raincoat.

To apply, email [info@volunteers.org](mailto:info@volunteers.org) before 21st May. The first group will get together on 1st June and we'll run the programme until 31st August.

### Revision & Evaluation 5 – Exercise 6 (p. 92)

Good morning, students. This is your headmaster, Mr Franklin, speaking. As I'm sure you all know, this Saturday 22nd April is Earth Day and, like every year, we're going to celebrate it here at school – but don't worry, you don't have to come to school at the weekend! Instead, we're going to have some activities on Friday. We'll have classes as usual from 9 am, but we'll stop them at noon to do Earth Day activities for the rest of the day!

Firstly, we're going to go outside to plant some trees. Already, the seeds we planted last year beside the

football pitch are starting to grow, and this year we're going to plant more next to the tennis court. Then, at around half past one, we're going to the assembly hall to hear a talk on global warming from the TV weather forecaster Brian Howard. I'm sure that it will be very interesting. And finally, from half past two until the end of the day, Ms Jenkins is going to teach us how to make art from recycled materials.

For the tree planting, please bring a pair of work gloves with you from home, and for the art class bring empty plastic bottles. Ms Jenkins will supply glue and any other materials you might need. And one last thing – the school's environmental club is organising a clean-up day on Saturday at noon. You can sign up for the event on a sheet outside the library. Have a good day everyone!

## Module 6 – Arts & Festivals

### 6f – Exercise 6 (p. 105)

**John:** Hi Sue. Are you free this Saturday?

**Sue:** Well, I have a tennis match in the morning, and then at noon I have to go to a birthday party. But I'm free in the evening.

**John:** OK, great. My sister and I are going to an escape room at 7 pm in the evening. Do you want to come along?

**Sue:** Oh, I've heard about them. They are rooms that you have to escape from by solving puzzles, right? You can definitely count me in!

**John:** I love escape rooms. Last month, I went to one which looked like a room in a spaceship, and the one we're going to on Saturday has a medieval castle theme!

**Sue:** Wow! I thought they all were all just set in normal houses. So, is it the escape room opposite the post office? My brother went there once with some friends from his office.

**John:** No, that one's closed. We're going to a new one next to the library.

**Sue:** OK, I see. And do you know how much it costs? I've just got £10 left from my pocket money for this week.

**John:** Don't worry – it's just £5. It's a good price because entry to most escape rooms costs around £15.

**Sue:** OK, great! Do you want to meet outside the escape room at 7 pm, then?

**John:** Let's meet a bit earlier. Is 6:45 OK with you?

**Sue:** That's fine. I guess I'll leave my house at around 6:30, then.

**John:** OK, see you later, Sue!

### Revision & Evaluation 6 – Exercise 7 (p. 108)

**Julia:** Hi, Ben! Did you have a good time at Adam's sleepover last night?

**Ben:** Hi, Julia! We didn't have a sleepover, actually – it was a games night. It was fun!

**Julia:** Cool! What are you doing tomorrow?

**Ben:** Nothing much.

**Julia:** Would you like to go paintballing with me and my brothers?

**Ben:** Sure! What time?

**Julia:** Well, we've booked a session from 11 o'clock until 12, so we'll pick you up from your house at 10:30.

**Ben:** Who's taking us? Your dad?

**Julia:** No, my brother James. He passed his driving test a month ago. He hasn't got a car yet, but he's allowed to drive my mum's.

**Ben:** Great! How much does paintballing cost, by the way?

**Julia:** Well, it's usually £50 a session, but James's best friend works there, so he got a £20 discount.

**Ben:** So that's £30 between five people ... I'll give you £6 tomorrow.

**Julia:** It's OK, don't worry about it. You can buy the snacks afterwards!

**Ben:** OK! See you tomorrow, then!

**Julia:** Bye!



# Evaluations

## *Formative Evaluation Chart*

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

| Students' names: |  | Mark and comments |
|------------------|--|-------------------|
| 1                |  |                   |
| 2                |  |                   |
| 3                |  |                   |
| 4                |  |                   |
| 5                |  |                   |
| 6                |  |                   |
| 7                |  |                   |
| 8                |  |                   |
| 9                |  |                   |
| 10               |  |                   |
| 11               |  |                   |
| 12               |  |                   |
| 13               |  |                   |
| 14               |  |                   |
| 15               |  |                   |
| 16               |  |                   |
| 17               |  |                   |
| 18               |  |                   |
| 19               |  |                   |
| 20               |  |                   |
| 21               |  |                   |
| 22               |  |                   |
| 23               |  |                   |
| 24               |  |                   |
| 25               |  |                   |

# 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 nature curiosities<br>.....           |  |
| • read for specific information<br>.....           |  |
| • talk about free-time activities<br>.....         |  |
| • talk about life in the countryside/city<br>..... |  |
| • role play a dialogue making plans<br>.....       |  |
| • make suggestions<br>.....                        |  |
| • pronounce 3-syllable word stress<br>.....        |  |
| • read for specific information<br>.....           |  |
| • listen for specific information<br>.....         |  |
| • talk about a city<br>.....                       |  |
| • read for gist<br>.....                           |  |
| • present ideal neighbourhoods<br>.....            |  |
| • talk about the value of cooperation<br>.....     |  |

Go through the corrected writing tasks. Use the code to evaluate yourself.

|                                                                         |  |
|-------------------------------------------------------------------------|--|
| • write a short paragraph analysing findings from a survey<br>.....     |  |
| • write a blog entry about a city<br>.....                              |  |
| • write a leaflet suggesting ways to make neighbourhoods green<br>..... |  |



**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 landmarks & materials

- read for specific information

- talk about the weather

- describe natural disasters and feelings

- role play a dialogue narrating an experience

- learn intonation in expressing shock/surprise

- read for key information

- listen for specific information

- narrate a story

- listen and read for specific information

- present an achievement

- talk about the value of achievement

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

- write a short text of a myth related to weather in my country

- write a story

- write a text on achievements of ancient Greece

| 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 activities & sports<br>.....          |  |
| • read for specific information<br>.....           |  |
| • talk about escape rooms<br>.....                 |  |
| • listen for specific information<br>.....         |  |
| • talk about health problems & what to do<br>..... |  |
| • role play talking about health<br>.....          |  |
| • pronounce silent letters<br>.....                |  |
| • read for specific information<br>.....           |  |
| • present a sports event<br>.....                  |  |
| • listen for specific information<br>.....         |  |
| • read and identify reference<br>.....             |  |
| • create a poster about germs<br>.....             |  |
| • present healthy lifestyles<br>.....              |  |
| • talk about the value of health<br>.....          |  |

Go through the corrected writing tasks. Use the code to evaluate yourself.

|                                                           |  |
|-----------------------------------------------------------|--|
| • write a comment on a blog about an escape room<br>..... |  |
| • write a blog entry about a sports event<br>.....        |  |

## 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 modern technology & jobs<br>.....                        |  |
| • read for specific information<br>.....                              |  |
| • design and present my own droid for a science-fiction film<br>..... |  |
| • talk about using social media & means of communication<br>.....     |  |
| • role play giving instructions<br>.....                              |  |
| • pronounce /ɪ/, /aɪ/<br>.....                                        |  |
| • read for specific information<br>.....                              |  |
| • talk about video/mobile games<br>.....                              |  |
| • listen for key information<br>.....                                 |  |
| • create and present my own video game character<br>.....             |  |
| • read for specific information<br>.....                              |  |
| • talk about the dos & don'ts of using the Internet<br>.....          |  |
| • present a 20th century invention<br>.....                           |  |
| • talk about the value of creativity<br>.....                         |  |

Go through the corrected writing tasks. Use the code to evaluate yourself.

|                                                             |  |
|-------------------------------------------------------------|--|
| • write an article about a film with a robot<br>.....       |  |
| • write a forum entry about a video game character<br>..... |  |

**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 the environment: problems & solutions<br>..... |  |
| • scan a text<br>.....                                      |  |
| • listen and read for key information<br>.....              |  |
| • make suggestions about green activities<br>.....          |  |
| • compare schools<br>.....                                  |  |
| • design a poster about animals in a country<br>.....       |  |
| • role play inviting – accepting/rejecting<br>.....         |  |
| • pronounce /æ/, /ə/<br>.....                               |  |
| • read for specific information<br>.....                    |  |
| • talk about chores<br>.....                                |  |
| • listen for specific information<br>.....                  |  |
| • read for cohesion and coherence<br>.....                  |  |
| • talk about green living<br>.....                          |  |
| • present a national park in my country<br>.....            |  |
| • talk about the value of learning from nature<br>.....     |  |

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

|                                                                     |  |
|---------------------------------------------------------------------|--|
| • create a poster about making my school more eco-friendly<br>..... |  |
| • write an email about a volunteering holiday<br>.....              |  |
| • create a leaflet related to green living<br>.....                 |  |

## 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 festivals & events<br>.....                                       |  |
| • read for key information<br>.....                                            |  |
| • talk about places of entertainment<br>.....                                  |  |
| • present my favourite amusement park<br>.....                                 |  |
| • talk about areas in a theatre<br>.....                                       |  |
| • talk about types of music<br>.....                                           |  |
| • role play booking tickets for a performance<br>.....                         |  |
| • pronounce /i:/, /ɪ/<br>.....                                                 |  |
| • read for key information<br>.....                                            |  |
| • talk about weekend activities/plans<br>.....                                 |  |
| • listen for specific information related to weekend activities/plans<br>..... |  |
| • talk about types of books<br>.....                                           |  |
| • read for specific information<br>.....                                       |  |
| • present film characters<br>.....                                             |  |
| • create and present a film character<br>.....                                 |  |
| • talk about the value of heroism<br>.....                                     |  |

Go through the corrected writing tasks. Use the code to evaluate yourself.

|                                                  |  |
|--------------------------------------------------|--|
| • write a text message<br>.....                  |  |
| • write an email about my weekend plans<br>..... |  |

## Progress Report Cards

### Progress Report Card

| ..... (name) can:                                            |           | Module 1 |               |  |
|--------------------------------------------------------------|-----------|----------|---------------|--|
|                                                              | very well | OK       | not very well |  |
| talk about nature curiosities                                |           |          |               |  |
| read for specific information                                |           |          |               |  |
| talk about free-time activities                              |           |          |               |  |
| talk about life in the countryside/city                      |           |          |               |  |
| role play a dialogue making plans                            |           |          |               |  |
| make suggestions                                             |           |          |               |  |
| pronounce 3-syllable word stress                             |           |          |               |  |
| read for specific information                                |           |          |               |  |
| listen for specific information                              |           |          |               |  |
| talk about a city                                            |           |          |               |  |
| read for gist                                                |           |          |               |  |
| present ideal neighbourhoods                                 |           |          |               |  |
| talk about the value of cooperation                          |           |          |               |  |
| write a short paragraph analysing findings from a survey     |           |          |               |  |
| write a blog entry about a city                              |           |          |               |  |
| write a leaflet suggesting ways to make neighbourhoods green |           |          |               |  |



## Progress Report Card

| ..... (name) can:                                               |           | <b>Module 2</b> |               |
|-----------------------------------------------------------------|-----------|-----------------|---------------|
|                                                                 | very well | OK              | not very well |
| talk about landmarks & materials                                |           |                 |               |
| read for specific information                                   |           |                 |               |
| talk about the weather                                          |           |                 |               |
| describe natural disasters and feelings                         |           |                 |               |
| role play a dialogue narrating an experience                    |           |                 |               |
| learn intonation in expressing shock/surprise                   |           |                 |               |
| read for key information                                        |           |                 |               |
| listen for specific information                                 |           |                 |               |
| narrate a story                                                 |           |                 |               |
| listen and read for specific information                        |           |                 |               |
| present an achievement                                          |           |                 |               |
| talk about the value of achievement                             |           |                 |               |
| write a short text of a myth related to weather in your country |           |                 |               |
| write a story                                                   |           |                 |               |
| write a text on achievements of ancient Greece                  |           |                 |               |

## Progress Report Card

| ..... (name) can:                              |           | Module 3 |               |  |
|------------------------------------------------|-----------|----------|---------------|--|
|                                                | very well | OK       | not very well |  |
| talk about activities & sports                 |           |          |               |  |
| read for specific information                  |           |          |               |  |
| talk about escape rooms                        |           |          |               |  |
| listen for specific information                |           |          |               |  |
| talk about health problems & what to do        |           |          |               |  |
| role play talking about health                 |           |          |               |  |
| pronounce silent letters                       |           |          |               |  |
| read for specific information                  |           |          |               |  |
| present a sports event                         |           |          |               |  |
| listen for specific information                |           |          |               |  |
| read and identify reference                    |           |          |               |  |
| create a poster about germs                    |           |          |               |  |
| present healthy lifestyles                     |           |          |               |  |
| talk about the value of health                 |           |          |               |  |
| write a comment on a blog about an escape room |           |          |               |  |
| write a blog entry about a sports event        |           |          |               |  |

## Progress Report Card

| ..... (name) can:                                            |           | Module 4 |               |  |
|--------------------------------------------------------------|-----------|----------|---------------|--|
|                                                              | very well | OK       | not very well |  |
| talk about modern technology & jobs                          |           |          |               |  |
| read for specific information                                |           |          |               |  |
| design and present your own droid for a science-fiction film |           |          |               |  |
| talk about using social media & means of communication       |           |          |               |  |
| role play giving instructions                                |           |          |               |  |
| pronounce /ɪ/, /aɪ/                                          |           |          |               |  |
| read for specific information                                |           |          |               |  |
| talk about video/mobile games                                |           |          |               |  |
| listen for key information                                   |           |          |               |  |
| create and present your own video game character             |           |          |               |  |
| read for specific information                                |           |          |               |  |
| talk about the dos & don'ts of using the Internet            |           |          |               |  |
| present a 20th century invention                             |           |          |               |  |
| talk about the value of creativity                           |           |          |               |  |
| write an article about a film with a robot                   |           |          |               |  |
| write a forum entry about a video game character             |           |          |               |  |

## Progress Report Card

| ..... (name) can:                                          |           | Module 5 |               |
|------------------------------------------------------------|-----------|----------|---------------|
|                                                            | very well | OK       | not very well |
| talk about the environment: problems & solutions           |           |          |               |
| scan a text                                                |           |          |               |
| listen and read for key information                        |           |          |               |
| make suggestions about green activities                    |           |          |               |
| compare schools                                            |           |          |               |
| design a poster about animals in a country                 |           |          |               |
| role play inviting – accepting/rejecting                   |           |          |               |
| pronounce /æ/, /ə/                                         |           |          |               |
| read for specific information                              |           |          |               |
| talk about chores                                          |           |          |               |
| listen for specific information                            |           |          |               |
| read for cohesion and coherence                            |           |          |               |
| talk about green living                                    |           |          |               |
| present a national park in your country                    |           |          |               |
| talk about the value of learning from nature               |           |          |               |
| create a poster about making your school more eco-friendly |           |          |               |
| write an email about a volunteering holiday                |           |          |               |
| create a leaflet related to green living                   |           |          |               |

## Progress Report Card

| ..... (name) can:                                                   |           | Module 6 |               |  |
|---------------------------------------------------------------------|-----------|----------|---------------|--|
|                                                                     | very well | OK       | not very well |  |
| talk about festivals & events                                       |           |          |               |  |
| read for key information                                            |           |          |               |  |
| talk about places of entertainment                                  |           |          |               |  |
| present your favourite amusement park                               |           |          |               |  |
| talk about areas in a theatre                                       |           |          |               |  |
| talk about types of music                                           |           |          |               |  |
| role play booking tickets for a performance                         |           |          |               |  |
| pronounce /i:/, /ɪ/                                                 |           |          |               |  |
| read for key information                                            |           |          |               |  |
| talk about weekend activities/plans                                 |           |          |               |  |
| listen for specific information related to weekend activities/plans |           |          |               |  |
| talk about types of books                                           |           |          |               |  |
| read for specific information                                       |           |          |               |  |
| present film characters                                             |           |          |               |  |
| create and present a film character                                 |           |          |               |  |
| talk about the value of heroism                                     |           |          |               |  |
| write a text message                                                |           |          |               |  |
| write an email about your weekend plans                             |           |          |               |  |





# **Limba modernă 1 – limba engleză**

ISBN 978-1-3992-1585-5



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