

Limba modernă 2 – limba engleză

Clasa a VIII-a

Jenny Dooley



Teacher's Book

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Introduction

This task-based English course is based on the Common European Framework of Reference and is designed for learners studying English for Grade 8, L2.

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

The course consists of:

- The Student's Book which contains: a *Welcome back!* unit as well as six *modules* of six lessons each. There is also a *Fun Time* section and a *Revision & Evaluation* section at the end of each module. There is also a cartoon story at the end of every two modules. At the back of the book there is a *Festivities* section, a Reader and an *Evaluation* section with revision exercises.

COURSE COMPONENTS

Student's Book

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

Teacher's Book

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

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

Class Audio CDs

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

Digital Book

The Digital Book contains all the material in the Student's Book and helps students monitor their progress and improve their stats, which are recorded and stored so that they can be accessed at any time.

ELEMENTS OF A MODULE

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

Each module contains the sections described below.

Vocabulary

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

Reading

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

Grammar

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

Listening

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

Writing

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

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

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

These progress from short sentences to paragraphs and finally to full texts, allowing students to gradually build up their writing skills.

Speaking

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

Everyday English

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

Pronunciation/Intonation

Pronunciation/Intonation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly or make their voice rise/fall to express feelings and emotions.

Note

Brief grammar, explanations and reminders, at various points throughout each module.

Check these words sections can be treated as follows: Go through the list of words before Ss read the text and present the new words by giving examples, synonyms/opposites or miming their meaning. Alternatively, go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning or look up the meaning in their dictionaries.

Phrasal verbs & Prepositions

A phrasal verbs & prepositions section appears in every module, which helps students learn these features of the English language.

Across Cultures

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

Fun Time

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

Revision & Evaluation

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

Monstertrackers!

This section appears every two modules and is designed to introduce Ss to reading for pleasure. It is an amusing science-fiction cartoon strip following the adventures of four characters as they track down monsters all around the world. Ss should readily identify with nature-loving Candy, technical Phil and adventurous Tracker along with their buggy, Boogey, who can transform into any mode of transport.

Festivities

This section aims to develop Ss' cultural awareness providing them with information about festivities and celebrations around the world. The texts are followed by activities to give Ss the opportunity to process the information they have learnt.

Reader

This section contains an illustrated literature extract. Ss are given the chance to comprehend key information.

Evaluation

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

Irregular Verbs

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

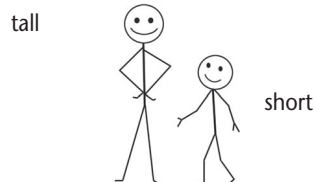
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

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

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

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



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

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

B – Writing

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

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

C – Assigning homework

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

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

Commonly assigned homework tasks include:

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

D – Correcting students' work

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

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error, but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free-speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.

- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

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

E – Class organisation

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

TYPES OF LEARNING STYLES

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

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

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

EVALUATION

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

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

Initial Evaluation

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

Formative Evaluation

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

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. dialogues, songs, pairwork, etc.) and write the marks obtained with the help of the following code, using colours if you wish.

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

Cumulative Evaluation

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

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

ABBREVIATIONS

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

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

Welcome back!

(pp. 8-9)

- 1 a) **Aim** To practise greetings and introductions
- Explain the task and ask various Ss to read out the phrases in the list.
 - Give Ss time to complete the dialogues.
 - Check Ss' answers.

Answer Key

- 1 I'm fine thanks, and you?
- 2 Hello. I'm Greta.
- 3 Pleased to meet you, too.
- 4 I don't think you know Kate.

- b) **Aim** To act out a dialogue

- Explain the task and allow Ss time to read the dialogues again.
- Ss then act out their dialogues in closed pairs/groups.
- Monitor the activity around the class and then ask some pairs/groups to act out their dialogue in front of the class.

Suggested Answer Key

A: Monica!

B: Hi Jack! How are you?

A: I'm fine thanks, and you?

B: Good, thanks.

A: Hello, I'm Nicolas.

B: I'm Sophie. Pleased to meet you.

A: Pleased to meet you, too.

A: Hi guys. I don't think you know Veronica.

B: Hi, I'm Betty and this is Archie.

C: Nice to meet you both.

- 2 **Aim** To practise greetings and introductions
- Explain the task and give Ss time to complete it.
 - Check Ss' answers.

Answer Key

- 1 a 2 b 3 b 4 a

- 3 a) **Aim** To practise cardinal numbers
- Read the **Note** box on cardinal numbers.
 - Explain the task and give Ss time to complete it.
 - Check Ss' answers.

Answer Key

134 = one hundred and thirty-four

15 = fifteen

4 = four

98 = ninety-eight

52 = fifty-two

- b) **Aim** To practise ordinal numbers

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

Answer Key

31 = thirty-first

7 = seventh

82 = eighty-second

63 = sixty-third

20 = twentieth

- c) **Aim** To practise cardinal and ordinal numbers

- Explain the task and ask Ss to do the task in closed pairs.
- Monitor the activity around the class.
- Then, ask some pairs to act out the exercise in front of the class and check Ss' answers.

Suggested Answer Key

A: Eight.

B: Eighth. Twenty-five.

A: Twenty-fifth. etc

- 4 **Aim** To practise countries and nationalities

- Ask Ss to look at the pictures and read the texts.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 Romanian

3 Hungarian

5 Spanish

2 British

4 Portuguese

- 5 **Aim** To practise countries and nationalities

- Explain the task and give Ss time to complete the sentences about themselves.
- Ask various Ss around the class to read out their texts.
- Check Ss' answers.

Welcome back!

Suggested Answer Key

Hello! I'm **Sandy** and I'm **15** years old. I'm from **Australia**.
I'm **Australian**.

6 To practise personal profiles

- Read the **Note** box on how to read a telephone number to someone.
- Explain the task and ask two Ss to model the example.
- Ss work in pairs to complete the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: What's your name?

B: My name is **Ralph**.

A: How do you spell it?

B: R-A-L-P-H.

A: How old are you?

B: I'm **14** years old.

A: What grade are you in?

B: I'm in grade **8**.

A: What's your telephone number?

B: It's **735 – 60342**.

Name: **Ralph**

Age: **14**

Grade: **8**

Telephone number: **735 – 60342**

Game

To practise countries and nationalities

- Divide Ss into two teams. Each team decides on a country and then the other says the nationality.
- The team with the biggest number of correct answers is the winner.

Suggested Answer Key

Team AS1: **The USA**.

Team BS1: **American. China**.

Team AS2: **Chinese. Poland**.

Team BS2: **Polish. etc**

(pp. 10-11)

7 a) To present vocabulary for appearance

- Read the **Note** box.
- Look up any unknown words listed in the box in your dictionaries.

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

Answer Key

Nouns: moustache, beard, freckles, wrinkles, glasses

Adjectives: plump, thin, skinny, well-built, tall, short, big, small, young, old, wavy, straight, curly, slim, round, oval, full, overweight, fat

Phrase: of medium height

b) To practise vocabulary for appearance

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

Suggested Answer Key

A The baby boy is young and thin. He has got short fair hair, small eyes and small lips.

B The woman is old and plump. She has got short curly white hair and she has got small brown eyes. She has also got glasses.

C The man is young and well-built. He has got short brown hair, a beard and a moustache.

D The woman is young and plump. She has got long straight hair and small brown eyes.

8 To practise question words

- Revise **question words** and elicit a number of them from the class (*when, where, who, why, how, which*, etc).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 Who – e

5 Why – c

2 Which – g

6 How – b

3 When – d

7 How – f

4 Where – a

9 To practise the verb to be

- Revise how we form the verb *to be*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 is

5 Is

9 isn't

2 Are

6 are

10 are

3 aren't

7 am not

4 is

8 Are

Welcome back!

Game

Aim To practise vocabulary for appearance;
to practise the verb *to be*

- Explain the task and in pairs Ss try to guess a classmate.
- The pair with the biggest number of correct guesses is the winner.

Suggested Answer Key

A: *Is it a girl?*

B: *Yes.*

A: *Is she tall?*

B: *No. etc*

10 **Aim** To practise the verb *to be*

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

Answer Key

1 *No, he isn't.*

4 *No, he isn't.*

2 *Yes, she is.*

5 *No, they aren't.*

3 *Yes, they are.*

11 **Aim** To practise the verb *have got*

- Revise how we form the verb *have got*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *Has ... got, has*

2 *Have ... got, haven't, have got*

3 *Has ... got, has*

4 *Have ... got, haven't*

5 *Have ... got, have*

12 **Aim** To practise the verb *have got*

- Explain the task. Ask Ss to look at the pictures and give them time to complete it.
- Check Ss' answers.

Answer Key

2 *Has Mary got a camera?*
Yes, she has.

3 *Has Mark got a keyboard?*
No, he hasn't. He has got a guitar.

4 *Have the children got caps?*
Yes, they have.

(pp. 12-13)

13 a) **Aim** To practise *subject/object personal pronouns and possessive adjectives*

- Ss' books closed.
- Present *subject personal pronouns*. Say, then write on the board: *I am from Brasov*. Underline *I* and explain that this is the *subject personal pronoun* for the 1st person singular. Explain that we place *subject personal pronouns* in front of the main verb in a sentence. Give examples for all persons.
- Say, then write on the board: *I am Daniel. Look at me*. Underline *me* and explain that this is the *object personal pronoun* for the 1st person singular. Explain that we place *object personal pronouns* after the main verb in a sentence. Give examples for all persons.
- Say, then write on the board: *This is my book*. Underline *my* and explain that this is the *possessive adjective* for the 1st person singular. Explain that we place *possessive adjectives* in front of a noun to show who the noun belongs to. Give examples for all persons.
- Ss' books open.
- Read the theory box with the Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

I, I, my, her

b) **Aim** To practise *subject/object personal pronouns and possessive adjectives*

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

Answer Key

1 *Our, you*

3 *I, she*

5 *their, them*

2 *your, it*

4 *his, they*

14 **Aim** To practise *subject/object personal pronouns and possessive adjectives*

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

Welcome back!

Answer Key

- 1 *my, possessive adjective*
- 2 *He, subject pronoun*
- 3 *his, possessive adjective*
- 4 *my, possessive adjective*
- 5 *They, subject pronoun*
- 6 *His, possessive adjective*
- 7 *him, object pronoun*
- 8 *She, subject pronoun*

15 To practise possession

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

Answer Key

- 3 *Sally's hat*
- 4 *the men's coats*
- 5 *the roof of the house*
- 6 *Tony's and Mary's bicycles*
- 7 *the cover of the book*
- 8 *Ben and Steve's room*

16 To practise prepositions of place

- Revise *prepositions of place* and elicit a number of them from the class (*near, on, in, behind, opposite, between, under, over, in front of, next to, above*).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------------------|-------------------|--------------------|
| 2 <i>in front of</i> | 5 <i>near</i> | 8 <i>on, above</i> |
| 3 <i>on</i> | 6 <i>under</i> | 9 <i>between</i> |
| 4 <i>next to</i> | 7 <i>opposite</i> | 10 <i>on</i> |

17 To practise prepositions of movement

- Revise *prepositions of movement* and elicit a number of them from the class (*onto, off, into, out of, over, along, across, up, down, past, towards, from ... to*).
- Read the **Note** box and explain the task.
- In pairs, ask Ss to act out dialogues giving directions to each prompt.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Could you tell me how to get to the bookshop, please?*
B: *Certainly. First, turn left and go along Cannon Road. Turn right down Oak Street and the bookshop is on your right, on the corner of Oak Street and Park Street.*

A: *How do I get to the greengrocer's, please?*
B: *Go down Brown Street and then turn left onto Pine Avenue. Turn right on Cannon Road, go past the police station and turn left on Oak Street. The greengrocer's is on your left next to the hospital.*

A: *How do I get to the newsagent's, please?*
B: *Go up Maple Street, then turn right on Cannon Road. Go past the restaurant, then turn left on Oak Street. The newsagent's is opposite the hospital.*

A: *How do I get to the post office, please?*
B: *Go up Maple Street and then turn left and walk along Cannon Road. Go past the car park and the post office is on the corner on your right, next to the supermarket.*

A: *Could you tell me how to get to the hospital, please?*
B: *Go up Pine Avenue and turn right to Cannon Road. Go down Cannon Road and the hospital is next to the police station, on your left.*

(p. 14)

18 To present/practise vocabulary for types of schools

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

Answer Key

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

19 To practise vocabulary for types of schools

- Explain the task and ask Ss to work in pairs to complete it.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

(Ss' own answers)

Welcome back!

20 To present/practise vocabulary for school areas

- Explain the task. Ask Ss to look at the pictures and complete the descriptions with the words in the list.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 library	3 classroom	5 playground
2 gym	4 canteen	6 science lab

21 To talk about school areas

- Explain the task and have Ss talk in pairs about which school areas they have got in their school.
- Ask some pairs to share their answers with the rest of the class.

Suggested Answer Key

A: At my school, we have got classrooms, a library, a science lab and a playground. We haven't got a canteen or a gym.

B: At my school, we have got ... etc

Game

To practise school areas

Ask Ss to work in pairs. Each student describes a school area, and the other guesses which one it is.

Suggested Answer Key

A: We can get a book to read there.

B: Library. etc

22 To practise school subjects

- Draw Ss' attention to the pictures and ask various Ss to say which subject is shown in the pictures.
- Then, have Ss talk in pairs about which their favourite subject is and why.

Suggested Answer Key

A: My favourite subject is Maths because I enjoy solving problems.

B: My favourite subject is PE because it keeps me active and healthy. etc

It's my life!

Topic

In this module Ss will explore the topics of free-time activities, daily routines and generations.

Module page

15

Lesson objectives: To get an overview of the module

Vocabulary: free-time activities (*going to an amusement park/the cinema, surfing the Net, watching TV, reading a book/magazine, exercising, playing video/computer games/sports, going shopping, listening to music, drawing/painting, eating at a fast food restaurant*)

1a Reading

16-17

Lesson objectives: To predict information, to listen and read for gist and specific information, to talk about daily routines, to learn phrasal verbs with *bring*, to write a short paragraph about a person's routine

Vocabulary: nouns (*swap, guest, barn, facility, butterfly stroke*); phrase (*hustle and bustle*); daily routines (*get up, have breakfast/lunch/dinner, go to bed, go home, do housework/homework, get dressed, go to school, have a shower, take the bus, go to the gym, brush teeth, go to work*)

1b Grammar

18-19

Lesson objectives: To learn and practise the present simple, the present continuous and the present simple vs the present continuous

1c Skills

20-21

Lesson objectives: To talk about generations, to predict information, to listen and read for gist and key information, to listen for key information, to learn prepositional phrases, to write a personal profile

Vocabulary: generations (*Builders, Baby boomers, Generation X, Generation Y, Generation Z, Gen Alpha*); nouns (*channel, content*); adjectives (*available, entertaining, educational, high-paid*); phrasal verb (*grow up*)

1d Grammar

22-23

Lesson objectives: To learn and practise the past simple, the past continuous and the past simple vs the past continuous

1e Everyday English

24

Lesson objectives: To listen, read and act out a dialogue expressing opinions, to learn and practise intonation expressing feelings

1f Across Cultures

25

Lesson objectives: To predict information, to read and listen for gist and key information, to write a blog post

Vocabulary: nouns (*exchange, opportunity, host, culture*); adjective (*traditional*); verb (*join*)

Fun Time 1

26

Lesson objectives: To consolidate vocabulary attained throughout the module, to do a quiz, to write a quiz, to listen and read for gist, to give a title to a song

Revision & Evaluation 1

27

Module 1

What's in this module?

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

Find the page numbers for

- Give Ss some time to look through the module and find the relevant page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a song (p. 26)

What is your favourite song? How often do you listen to songs?

dancers (p. 24)

Would you like to be a dancer? Why (not)? Do you think it is difficult to be a dancer?

a poster (p. 24)

Where can you see a poster like this? Do you like singing karaoke? Why (not)?

Vocabulary

- 1 a)  To present vocabulary for free-time activities

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

- b)  To practise vocabulary for free-time activities

- Direct Ss' attention to the pictures (1-10) and elicit which free-time activity matches each picture.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 going shopping
- 2 watching TV
- 3 drawing
- 4 playing sports
- 5 listening to music
- 6 going to an amusement park
- 7 exercising
- 8 surfing the Net
- 9 reading a book
- 10 playing video games

- 2  To practise vocabulary for free-time activities with personal examples

- Explain the task.
- Ask Ss to discuss with their partner the free-time activities they like/don't like doing at weekends.
- Tell Ss they should use vocabulary from Ex. 1.
- Monitor the activity around the class.
- Ask various pairs to talk about their free-time activities in front of the class.

Suggested Answer Key

A: I like exercising, but I don't like watching TV at weekends. How about you?

B: Well, I like going shopping and going to the amusement park, but I don't like drawing or listening to music.

- 3  To listen for specific information

- Explain the task. Ask Ss to take notes while they are listening to the recording and use their notes to answer the question in the rubric.
- Play the recording. Ss listen and take notes.
- Check Ss' answers.

Answer Key

They decide to go to the amusement park.

1a

- 1  To predict information; to listen and read for gist

- Direct Ss' attention to the pictures.
- Then, ask Ss to guess what their daily routine is.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think their daily routine is that they get up, have breakfast and go to school. After school, they do their homework, have dinner, and go to bed.

- 2  To read for specific information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

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

Module 1

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

3 To present and practise vocabulary for daily routines

- Direct Ss' attention to the pictures (1-4) and elicit which daily routine activities they can see.
- Check Ss' answers.

Answer Key

- | | |
|---------------|------------------|
| 1 brush teeth | 3 take the bus |
| 2 do homework | 4 have breakfast |

4 To practise vocabulary for daily routines

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

Answer Key

have lunch, do housework, go the gym, brush teeth, go to work

5 To learn and practise phrasal verbs with bring

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

Answer Key

- | | | | |
|-------|------|-------|---------|
| 1 off | 2 in | 3 out | 4 along |
|-------|------|-------|---------|

6 To practise vocabulary for daily routines with personal examples

- Read the **Note** box on *prepositions of time*.
- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask some pairs to do the task in front of the class.

Suggested Answer Key

- A: What time do you wake up on Mondays?
 B: I wake up at 7 o'clock.
 A: Do you have a shower before you go to school?
 B: No, I don't.
 A: When do you have breakfast?
 B: I have breakfast after I get dressed.
 A: Do you take the bus to school?
 B: No, I don't. I usually walk to school.
 A: What do you have for lunch?
 B: I usually have a ham and cheese sandwich and an apple.

A: What do you do after school?

B: I usually do my homework. Then, I watch TV and I have dinner. Later, I have a shower and then I go to bed.

7 To write a short paragraph about a person's routine

- Explain the task.
- Give Ss time to write a short paragraph about their partner's daily routine using their answers from Ex. 6.
- Check Ss' answers.
- Alternatively, assign the task for HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

On Mondays, my friend gets up at 7 o'clock. He doesn't have a shower before he goes to school. He eats breakfast after he gets dressed. He usually walks to school. For lunch, he usually eats a ham and cheese sandwich and an apple. After school, he usually does his homework and then watches TV before dinner. After he eats dinner, he has a shower before he goes to bed.

Background Information

London is the capital city of England in the UK. The city of London has a population around 9 million people and is the financial district of the UK and home to Big Ben, the Houses of Parliament and Buckingham Palace. **Scotland** is a country that is part of the UK. It is in the north of the UK and its capital is Edinburgh. It has many lakes and mountains.

Jay-Z is a rapper, songwriter and record producer. He was born in New York on 4th December, 1969. He is considered one of the best rappers of all time and has won many awards. He is married to Beyoncé, who is a singer.

1b

1 To present the present simple

- Ss' books closed.
- Present the *present simple*. Say, then write on the board: *I cook dinner every afternoon*. Underline *I cook* and explain that this verb is in the *present simple*. Explain that we use the verb as it is to form all persons in the affirmative, except the 3rd person singular. We form the 3rd person singular by adding -s to the end of most verbs. Explain that we use the tense to talk about general states and facts or habits and routines.

Module 1

- Say, then write on the board: *I don't cook dinner every afternoon.* Explain that this is the negative form of the *present simple*. Give examples for all persons and elicit that we form the negative of the present simple with *subject pronoun/noun + don't/doesn't + main verb*.
- Say, then write on the board: *Do I cook dinner every afternoon?* Explain that this is the interrogative form of the *present simple*. Give examples for all persons and elicit that we form the interrogative of the present simple with *Do/Does + subject pronoun/noun + main verb*.
- Ss' books open.
- Read the theory and the **Note** box on spelling (3rd person singular).

2 To practise the *present simple*

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

Answer Key

- | | | |
|----------------|----------|---------------|
| 1 teaches | 3 listen | 5 don't speak |
| 2 doesn't sing | 4 like | |

3 To practise the *present simple*

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

Answer Key

- Do ... Yes, they do. / No, they don't.
- Does ... Yes, she does. / No, she doesn't.
- Does ... Yes, he does. / No, he doesn't.
- Do ... Yes, I/we do. / No, I/we don't.

4 To practise the *present simple* and the *adverbs of frequency* using personal examples

- Read the **Note** box on *adverbs of frequency*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key/Suggested Answer Key

- does your mum surf ... She often surfs the Net.
- do you go ... I sometimes go to bed late.
- do you play ... I never play football.
- does your dad watch ... He sometimes watches TV.

Collect information about a famous person's daily routine and what makes it unique. Tell the class.

- Explain the task and ask Ss to collect information about a famous person's daily routine.
- Ask various Ss to read their texts to the rest of the class.

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

Suggested Answer Key

Justin Bieber starts the day with a shower, then chooses an outfit. He sees his friends and exercises, then goes to the studio to make music. After that, he relaxes, and then goes to sleep. Justin Bieber's routine is unique because he is a pop star.

5 To present the *present continuous*

- Ss' books closed.
- Present the *present continuous*. Say, then write on the board: *I am working on my computer now.* Underline **am working** and explain that this verb is in the *present continuous*. Explain that we use the present simple form of the verb **to be** and the main verb + **-ing** to form the affirmative. Explain that we use the tense to talk about actions happening now, temporary situations, future arrangements and annoying habits.
- Say, then write on the board: *I'm not working on my computer now.* Explain that this is the negative form of the *present continuous*. Give examples for all persons and elicit that we form the negative of the present continuous with *subject pronoun/noun + is/are + main verb + -ing*.
- Say, then write on the board: *Am I working on my computer now?* Explain that this is the interrogative form of the *present continuous*. Give examples for all persons and elicit that we form the interrogative of the present continuous with **Is/Are + subject pronoun/noun + main verb + -ing**.
- Ss' books open.
- Read the theory and the **Note** box on spelling.

6 To practise the *present continuous*

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

Answer Key

- | | |
|---------------------|-------------------|
| 1 aren't coming | 4 isn't cooking |
| 2 am meeting | 5 is sleeping |
| 3 Are you listening | 6 Are you leaving |

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

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

Answer Key

- | | |
|-----------------|----------------------|
| 1 are doing | 9 doesn't look |
| 2 am spending | 10 are also watching |
| 3 are | 11 is passing |
| 4 is enjoying | 12 are making |
| 5 am not riding | 13 know |
| 6 love | 14 want |
| 7 are waiting | 15 get |
| 8 feel | |

1c

1 To present and practise vocabulary for generations

- Direct Ss' attention to the pictures (1-6) and read the words listed.
- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask some pairs to do the task in front of the class.

Suggested Answer Key

- A: I was born in 2009, so I'm Generation Z. Which generation are you?
- B: I'm Gen Alpha because I was born in 2010. What about your family?
- A: My parents are Generation Y, and my little brother is Gen Alpha.
- B: My baby sister is Gen Alpha, too. She was born a few months ago! My mother was born in 1982, so she's Generation Y, but my father is Generation X. He was born in 1979.
- A: Most of my friends are Gen Alpha, but I have a few friends that are Generation Z. How about you?
- B: Most of my friends are Gen Alpha, too. I don't have many friends who are Generation Z, though. etc

2 To predict information; to listen and read for gist

- Explain the task. Direct Ss' attention to the two sentences, one of which describes the two texts.
- Play the recording. Ss listen and follow the two texts in their books to find out.

Answer Key

B

3 To read for key information

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

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

Answer Key

1 N 2 N 3 R 4 N 5 R

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

4 To listen for key information

- Explain the task.
- Play the recording. Ss listen and mark the statements (1-5) as True or False.
- Check Ss' answers.

Answer Key

1 F 2 T 3 T 4 F 5 T

5 To learn and practise prepositional phrases

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

Answer Key

1 in 2 at 3 on 4 in 5 of

- Ask Ss to start a **Prepositions** section in their notebooks 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.

6 To research and present famous Gen Alpha teens

- Explain the task and ask Ss to look up information on the Internet, in encyclopaedias or other reference books about famous Gen Alpha teens.
- Give Ss time to do their research.
- Ask various Ss to present their famous Gen Alpha teens to the rest of the class.

Suggested Answer Key

Good afternoon, everyone. Today, I would like to talk to you about a famous Gen Alpha teen. His name is Alan Kim. He was born on 23 April 2012 in Chicago. Alan started acting when he was very young, and he is famous for his performance in the film *Minari* (2020). He received a lot of praise for his performance, including several award nominations. He even won an award, the Critics' Choice Movie Award for Best Young Performer! In his free time, Alan enjoys playing the piano, video games and riding his bike. He also loves fashion. He shares photos of his outfits online.

Module 1

Alan is still young, but he is already a star. Alan's talents and charming personality have made him well-known in the entertainment industry and a role model for his generation. Thank you for listening.

7 To write a personal profile

- Explain the task and give Ss time to write their own profiles using the listed headings.
- Ask various Ss to read their texts to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi, I'm Nicolas, and I'm part of Gen Alpha. In my free time, I love playing video games and drawing. I'm really into technology, and I use my smartphone and tablet a lot. I like watching reality shows on TV. They're so fun to watch! I'm also interested in sports like football and swimming. I spend a lot of time with my family, too. We often play board games together, and it's always a good time. At the weekend, I usually hang out with my friends at the park. I also enjoy reading adventure stories when I have some quiet time.

1d

1 To present the past simple

- Ss' books closed.
- Present the past simple for regular verbs. Say, then write on the board: *I listened to music last night.* Underline **listened** and explain that this verb is in the past simple. Explain that we form all persons singular and plural by adding **-ed** to the end of most verbs. Explain that we use the tense to talk about actions that happened at a specific time in the past.
- Present the *past simple* for irregular verbs. Say, then write on the board: *Mum went shopping yesterday.* Underline **went** and explain that this verb is in the *past simple*. Explain that irregular verbs don't take **-ed** in the past simple, but they have their own past forms, which Ss must learn. Refer Ss to the irregular verbs list at the back of their books.
- Say, then write on the board: *I didn't listen to music last night.* Explain that this is the negative form of the *past simple*. Give examples for all persons and elicit that we form the negative of the *past simple* with *subject pronoun/noun + didn't + main verb*.

- Say, then write on the board: *Did you listen to music last night?* Explain that this is the interrogative form of the *past simple* for both regular and irregular verbs. Give examples for all persons and elicit that we form the interrogative of the past simple with **Did + subject pronoun/noun + main verb**.
- Ss' books open.
- Read the theory and the **Note** boxes.
- Elicit answers to the question in the rubric.

Answer Key

We form the past simple forms of regular verbs by adding -ed. Irregular verbs have their own past forms.

2 To practise the past simple

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

Answer Key

- 2 *Did he star in The Fast and the Furious films?*
Yes, he did.
- 3 *Was he a professional singer?*
No, he wasn't. He was an actor.
- 4 *Did he have a collection of about 30 cars?*
Yes, he did.

3 To practise the past simple

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

Answer Key

- 1 *ate*
- 2 *didn't go*
- 3 *didn't play*
- 4 *went*
- 5 *Did your best friend have*

Tell information about what you did last Sunday

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask some pairs to do the task in front of the class.

Suggested Answer Key

A: *What did you do last Sunday?*

B: *In the morning, I got up, got dressed and had breakfast with my family. Then, I went to the park with my brother and played football. In the afternoon, I went to the cinema with my friends. What about you?*

A: *In the morning, I ... etc*

4 **Aim** To present the *past continuous*

- Ss' books closed. Say then write on the board: *I was working yesterday at 9 am.* Explain/Elicit how the *past continuous* affirmative is formed: *subject pronoun/noun + was/were + main verb + -ing.* Explain that it is the same in all persons and we use it to talk about actions happening at a certain time in the past.
- Say then write on the board: *I wasn't working yesterday at 9 am.* Explain/Elicit how the *past continuous* negative is formed: *subject pronoun/noun + wasn't/weren't + main verb + -ing.* Explain that this is the same in all persons.
- Say then write on the board: *Was I working yesterday at 9 am?* Explain/Elicit how the *past continuous* interrogative is formed: **Was/Were** + *subject pronoun/noun + main verb + -ing.* Explain that this is the same in all persons.
- Ss' books open.
- Read the theory and the **Note** box.
- Elicit answers to the question in the rubric.

Answer Key

We use the *past continuous* for actions which were in progress at a certain time in the past.

5 **Aim** To practise the *past continuous*

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

Answer Key

- | | |
|-----------------------------|------------------|
| 1 were you doing | 4 was travelling |
| 2 were drawing | 5 wasn't talking |
| 3 was surfing, was watching | |

6 **Aim** To practise the *past simple* vs the *past continuous*

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

Answer Key

- | | |
|-------------------------|-----------------|
| 1 went | 8 was hiking |
| 2 travelled | 9 saw |
| 3 was singing | 10 didn't take |
| 4 arrived | 11 were sitting |
| 5 were still setting up | 12 had |
| 6 were putting | 13 Did you do |
| 7 were preparing | |

Background Information

Paul Walker was a famous actor mostly known as Brian O'Conner from the *Fast and Furious* films. He was born on 12th September 1973 and died in a car accident in 2013. He starred in many films and won 3 academy awards.

1e

1 **Aim** To present situational language; to identify phrases which express/ask for opinions

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then elicit which of the items ask for an opinion or express a positive/negative opinion and ask Ss to mark them accordingly.
- Check Ss' answers.

Answer Key

- 1 A 2 B 3 B 4 A 5 C 6 C

2 **Aim** To predict information; to listen and read for gist

- Direct Ss' attention to look at the picture and make a guess about what they think Jane and Tony did last Saturday.
- Play the recording. Ss listen and read the dialogue to find out.

Answer Key

Jane went to the ballet. Tony watched a film on TV. Jane liked the ballet. Tony didn't like the film.

3 **Aim** To act out a dialogue; to practise role-playing

- Explain the task. Then, ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model. Encourage Ss to use phrases from Ex. 1.
- Ss complete the task in closed pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Module 1

Student A	Student B
Hi ...! It's ... I tried ... you last ... (Greet B. Complain that you couldn't contact B.)	Oh, hi ...! Yes, sorry! I was at ... (Greet A. Apologise. Respond.)
Really? What was it like? (Express interest and ask for opinion.)	It was amazing! The ... fantastic! What did you do? (Express positive opinion. Ask what A did.)
Oh, I just ... (Respond.)	Did you enjoy it? (Ask for opinion.)
Not really. Listen, do you ... (Give negative opinion. Suggest B doing sth together.)	Sure. (Respond.)

Suggested Answer Key

- A: Hi Alexandra – it's Violeta! I tried calling you last Saturday night, but you didn't answer your phone.
 B: Oh, hi Violeta! Yes, sorry! I was at a karaoke party!
 A: Really? What was it like?
 B: It was fantastic! Everyone who sang was amazing! What did you do last Saturday?
 A: Oh, I just stayed home with my sister and we listened to music.
 B: Did you enjoy it?
 A: Not really. It was nothing special. Listen, do you want to go to the cinema later?
 B: Sure!

4 a) To learn intonation in expressing feelings

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

b) To practise intonation in expressing feelings; to match adjectives to feelings

- Explain the task. Read out the pairs of adjectives and explain/ elicit their meanings or ask Ss to look them up in their dictionaries.
- Play the recording and elicit which adjective best describes each speaker's feelings.
- Check Ss' answers.

Answer Key

- 1 a ↘ 2 a ↗ 3 b ↘ 4 a ↗

- Play the recording again with pauses for Ss to repeat chorally and/or individually.

1f

1 To predict information; to listen and read for gist

- Direct Ss' attention to the pictures and elicit various answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

A student exchange programme is a programme where students can study in another country for some time. They stay with a host family and learn about the culture. They go to a school in the country and take lessons there.

2 To read for key information

- Explain the task and allow Ss time to complete it.
- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 Andrea felt very excited.
 2 She stayed with a host family.
 3 In Spain, students have longer lunch breaks and they do more group work.
 4 It helped her because now she isn't afraid to try new things. She also learnt new things and met wonderful people!

3 To write a blog post

- Explain the task.
- Give Ss some time to write their blog posts using the text in Ex. 1 as a model.
- Ask various students to read their blog posts to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hello readers! Today, I want to tell you about my time on a student exchange programme in England. It was amazing!

Module 1

In England, I lived with a host family. They helped me a lot. We spent time together every day. We went to the park, played sports and cooked meals together.

School in England was different from my school. The lessons were longer, and there was more homework. At first, it was hard for me to understand the language, but my classmates and my teacher helped me.

On my student exchange, I learnt a lot about a new culture and my English skills got better. I think a student exchange programme is a good idea for students. They can learn new things and see new places.

4 **ICT** To research and present a student exchange programme

- Explain the task and ask Ss to look up information on the Internet, in encyclopaedias or other reference books about a student exchange programme in their country or in another country.
- Give Ss time to do their research.
- Ask various Ss to present a student exchange programme in their country or in another country to the rest of the class.

Suggested Answer Key

study opportunities: ASSE International – stay with host families, go to school nearby

cultural activities: enjoy delicious foods cooked in clay pots and kettles, play oina (a Romanian game similar to baseball) visit the painted Orthodox monasteries in Bucovina, go to the opera, theatre, cinema, folk shows

language learning: spend the first days or weeks practising the language, but also use it in school and with host family

Good afternoon. Today, we want to tell you about a student exchange programme in Romania.

One programme that offers student exchanges is ASSE International. Students stay with host families and go to nearby schools. The teachers are friendly, and the classes are interesting. It's also a great way to make friends from all over the world!

The programme offers many exciting cultural activities. Students can try traditional foods cooked in clay pots and kettles. They are delicious! Students can also play a traditional Romanian game called oina, which is similar to baseball. Another fun thing to do is visiting the painted Orthodox monasteries in Bucovina. They are so beautiful! Students can also enjoy going to the opera, theatre, or to the cinema and even watch folk shows.

At the beginning of their student exchange, students spend some time practising Romanian, but they also use it in school and with their host family. It can be difficult at the beginning, but people are very helpful. By using Romanian daily, students quickly improve and gain confidence in speaking the language!

We think this exchange programme is a great opportunity for anyone interested in learning about a new culture, making new friends and having fun. Thank you for listening!

Background Information

Spain is in southwestern Europe, on the Iberian Peninsula, and shares borders with France and Portugal. The country has a population of around 47 million people. Its capital city is Madrid, which is also the largest city in Spain. It is a favourite travel destination for people around the world.

Fun time 1

Game

1 To consolidate vocabulary learnt in the module

- Ss play the game in pairs as mentioned in the rubric until each S in the pair has mimed a daily routine activity.
- The pair that gets the most correct answers wins.

2 To test knowledge learnt in the module

- Explain the task.
- Allow Ss time to read the sentences and decide whether each one is true, false or doesn't say.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly.
- Check Ss' answers.

Answer Key

1 F 2 T 3 DS 4 F 5 T

3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions.
- Ss can swap quizzes with another pair and do it and then report back to the class.

Module 1

Suggested Answer Key

- 1 Like Nastya is a very popular Gen Alpha YouTuber. (T)
- 2 Paul Walker had a collection of about 300 cars. (F)
- 3 The Generation Y was born before 2000. (T)
- 4 Host families only speak English with exchange students. (DS)
- 5 Student exchange programmes are important, and all students must take part. (F)

4 To predict the content of a song; to listen and read for gist

- Go through the list of words and explain their meanings.
- Elicit what Ss think the song might be about.
- Play the recording. Ss listen and follow the song in their books to find out.

Suggested Answer Key

The song is about having fun with friends and family during celebrations.

5 To read for specific information

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

Answer Key

The singer says that a good party includes good friends, bright colourful lights, music, dancing, lots of games, food and fireworks.

6 To give a song a title

- Elicit appropriate suggestions from various Ss around the class.

Suggested Answer Key

Party Time!

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

Revision & Evaluation 1

1 To consolidate vocabulary learnt in the module

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

Answer Key

1 c 2 e 3 a 4 b 5 d

2 To consolidate vocabulary learnt in the module

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

Answer Key

1 takes 3 has 5 eating
2 listening 4 plays

3 To consolidate grammar learnt in the module

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

Answer Key

1 has 6 Does she like
2 isn't studying 7 takes
3 doesn't want 8 are doing
4 Is Rick sleeping 9 Do you get up
5 needs 10 is tidying

4 To consolidate grammar learnt in the module

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

Answer Key

1 was visiting, saw 4 wasn't sleeping, arrived
2 did Jim spend 5 didn't come
3 were you doing

5 To consolidate everyday English learnt in the module

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

Answer Key

1 c 2 d 3 a 4 e 5 b

My progress

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

Myths and Mysteries

Topic

In this module Ss will explore the topic of nature's curiosities, animal features and feelings.

Module page

29

Lesson objectives: To get an overview of the module

Vocabulary: nature's curiosities (*forest, desert, valley, waterfall, coast*)

2a Reading

30-31

Lesson objectives: To predict information, to listen and read for gist and specific information, to talk about animal features, to describe mythical creatures, to learn words often confused, to form/use -ing/-ed adjectives, to talk about mysterious creatures; to write a paragraph about a mysterious creature

Vocabulary: nouns (*beast, loch, victim*); adjective (*legendary*); verb (*howl*); animal features (*wings, tail, legs, hooves, mane, head, long neck, fins, eye, sharp teeth, claws*)

2b Grammar

32-33

Lesson objectives: To learn and practise the present perfect, to learn and practise the present perfect vs the past simple

2c Skills

34-35

Lesson objectives: To talk about feelings, to talk about coincidences, to predict information, to read and listen for gist and key information, to learn phrasal verbs with *turn*, to learn prepositional phrases, to listen for cohesion (put in the correct order), to express an opinion about a coincidence, to write a short story about a coincidence

Vocabulary: feelings (*terrified, angry, sad, confused, excited, surprised*); nouns (*universe, insurance company*); adjectives (*bizarre, coincidental*); phrasal verb (*turn up*)

2d Grammar

36-37

Lesson objectives: To learn and practise the present perfect continuous, to learn and practise the present perfect continuous vs the present continuous

2e Everyday English

38

Lesson objectives: To listen, read and act out a dialogue describing a dream, to learn homophones

2f Across Cultures

39

Lesson objectives: To describe dragons, to listen and read for specific information, to talk about dragons

Vocabulary: nouns (*coat of arms, emblem, power, will, pride*); verbs (*rule, attack*)

Fun Time 2

40

Lesson objectives: To consolidate vocabulary attained throughout the module, to do a quiz, to write a quiz, to listen and read for gist, to describe a nightmare

Revision & Evaluation 2

41

Monstertrackers! 1

42-43

Module 2

What's in this module?

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

Find the page numbers for

- Give Ss some time to look through the module and find the relevant page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

an email (p.37)

What is an email? Do you write emails? Who to? How often?

a dragon (p.39)

What does a dragon look like? What do dragons usually breathe? What do dragons represent?

monsters (p.30, 31)

What does a monster look like? What famous monsters do you know?

Vocabulary

1 To present vocabulary for nature's curiosities

- Direct Ss' attention to the pictures (A-E) and elicit the meaning of the words given.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 waterfall 3 forest 5 valley
2 coast 4 desert

2 To listen for specific information

- Explain the task.
- Ask Ss to guess what they think causes each phenomenon.
- Play the recording for Ss to listen and write their answers.
- Check Ss' answers.

Answer Key

A 4 B 1 C 5 D 2 E 3

3 To write a short text

- Explain the task and ask Ss to use the Internet, encyclopaedias or other reference resources to look up information about mysterious phenomena in their country.

- Divide Ss into groups and give them time to do their research and write a short paragraph. Then, ask various Ss to read their paragraphs to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Witches Pond in Boldu-Creatasca Forest is a mysterious phenomenon in my country. Animals don't drink from it and no fish live in the water. Also, it is always five metres and never changes size when it rains or when there is dry weather. Some people say that witches come here and others say that Vlad the Impaler died next to the pond.

Background Information

Orchard Park is a town in New York. Its population is around 29,000 people and it's a place full of trees and hills.

Maldives is a small island nation in south Asia. Its capital is Malé and its population is around 500,000 people. It's well-known for its crystal clear beaches.

Poland is a country in Central Europe. Its capital is Warsaw and its population is around 37 million.

Death Valley is a desert located in eastern California. It's one of the hottest places in the world.

2a

1 To predict information; to listen and read for gist

- Direct Ss' attention to the pictures.
- Then, ask the Ss to guess if the mysterious creatures exist.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I don't know about these creatures. I don't think they exist. They look dangerous.

2 To read for cohesion

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

Answer Key

A Dobhar-chú B Kelpie C Morgawr

3 To read for specific information

- Explain the task.

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|--------------|--------------|
| 1 Morgawr | 3 Kelpie | 5 Morgawr |
| 2 Kelpie | 4 Dobhar-chú | 6 Dobhar-chú |

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

4 To present vocabulary for animal features

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

5 To practise vocabulary for animal features

- Explain the task.
- Ask various Ss to describe one of the mysterious creatures on p. 30.

Suggested Answer Key

The Kelpie has a green mane, hooves, and a tail. It has red eyes./The Morgawr has a long neck, a small head, and sharp teeth./The Dobhar-chú has a long tail, yellow eyes, and claws.

6 To learn words often confused

- Read the **Note** box on words often confused.
- Then, explain the task and give Ss time to complete it using their dictionaries to help them as necessary.
- Check Ss' answers.

Answer Key

- | | | |
|----------|-----------|--------|
| 1 trick | 3 capture | 5 deep |
| 2 exists | 4 fake | |

7 To learn to form/use -ing/-ed adjectives

- Read the **Note** box on -ing/-ed adjectives.
- Then, explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|--------------|--------------|
| 1 bored | 3 disgusting | 5 surprising |
| 2 annoyed | 4 confused | |

8 To express an opinion

Ask various Ss to say which creature they think is very scary and why.

Suggested Answer Key

I think the Kelpie is very scary because it howls and screams and it can change into a woman or a horse./ I think the Morgawr is very scary because it's very big with sharp teeth and it looks like a sea snake. I think snakes are very scary!/ I think the Dobhar-chú is scary because it attacked and killed a woman.

9 Write a paragraph about a mysterious creature

- Explain the task and ask Ss to use the Internet, encyclopaedias or other reference resources to look up information about mysterious creatures from their country.
- Give Ss time to do their research and write a paragraph about a mysterious creature.
- Ask various Ss to read their text to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Name: Balauri

Where they live: different types live in the water, the land, and the air

What they look like: dragons, have many heads, sometimes have wings

Stories about them: the water types live in wells, eat young women; the land types live far away and make gems; the air types affect the weather

Balauri are mysterious creatures from Romania and nearby countries. There are three different types of balauri: water, land and air. They look like dragons, and they have many heads. Sometimes they have wings. Stories say that the water types live in wells and try to eat young women. Other stories say that the land types live far away and make gems, and the air types can affect the weather.

Background Information

Cornwall, England is an area in the very south west of England. It is famous for its beautiful coastline. Cornwall has an interesting history and is still proud of its Celtic tradition.

Ireland is a large island west of the UK. It has a population of 4.8 million and its capital is Dublin. The official language is English, but some people speak Irish.

Loch Glenade is a large lake in the north of Ireland, known for its association with the mythical creature Dobhar-chú.

Module 2

2b

1 To present the *present perfect*

- Ss' books closed.
- Present the *present perfect*. Say, then write on the board: *I have cooked a meal today*. Underline **have cooked** and explain that this verb is in the *present perfect*. Explain that we form the *present perfect* in the affirmative with *subject pronoun/noun + have/has + past participle* (for regular verbs just add *-ed* as in *past simple*).
- Say, then write on the board: *I have eaten a sandwich today*. Underline **have eaten** and explain that this verb is in the *present perfect* and is irregular. Explain that they have their own formation called *past participle*, which Ss must learn. Refer Ss to the irregular verbs list at the back of their books.
- Explain that we use the *present perfect* to talk about actions in the past which continue until the present, actions in the past which have visible results in the present and experiences.
- Say, then write on the board: *I haven't cooked a meal today*. Explain that this is the negative form of the *present perfect*. Give examples for all persons and elicit that we form the negative of the present simple with *subject pronoun/noun + haven't/hasn't + verb in the past participle*.
- Say, then write on the board: *Have I cooked a meal today?* Explain that this is the interrogative form of the *present perfect*. Give examples for all persons and elicit that we form the interrogative of the present simple with **Have/Has + subject pronoun/noun + verb in the past participle**.
- Ss' books open.
- Read the theory and the **Note** boxes.

2 To practise the *present perfect*

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

Answer Key

2 gone	6 won	10 seen
3 travelled	7 flown	11 written
4 tried	8 visited	12 arrived
5 heard	9 been	

3 To practise the *present perfect*

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

Answer Key

1 has won	4 haven't written
2 haven't heard	5 Have ... seen
3 hasn't flown	

4 To practise the time expressions used with the *present perfect*

- Explain the task and give Ss time to complete it. Refer Ss to the **Note** box on time expressions for help.
- Check Ss' answers.

Answer Key

1 yet	2 already	3 never	4 just
-------	-----------	---------	--------

5 To practise the interrogative form and short answers of the *present perfect*

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

Answer Key

- Have your parents ever travelled to America?
Yes, they have. / No, they haven't.
- Has a friend ever told you a lie?
Yes, she has. / No, she hasn't.
- Have you ever broken something at a restaurant?
Yes, I have. / No, I haven't.
- Have you and your friends ever slept in a tent?
Yes, we have. / No, we haven't.

6 To learn the difference between *have been/ have gone*

- Read the **Note** box on *have been/have gone*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 have gone	3 has been	5 has gone
2 have been	4 has gone	

7 To compare the *present perfect* vs the *past simple*

Read out the theory box and elicit further examples for each tense from Ss around the class.

8 To practise the *present perfect* vs the *past simple*

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

Answer Key

- | | |
|--------------------|-----------------|
| 1 have always been | 8 ran |
| 2 have ever read | 9 could |
| 3 have reported | 10 reached |
| 4 saw | 11 told |
| 5 thought | 12 gave |
| 6 were | 13 haven't been |
| 7 spotted | |

Background Information

The Hound of the Baskervilles is a mystery novel written by Sir Arthur Conan Doyle. The main character is Sherlock Holmes who tries to find out the truth about a ghostly hound.

2c

1 a) To present vocabulary for feelings

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

b) To practise vocabulary for feelings

- Read out the adjectives and draw Ss' attention to the pictures.
- Give Ss time to match the adjectives to the pictures and make sentences in their notebooks.
- Check Ss' answers.

Suggested Answer Key

- | | |
|------------------------|--------------------------|
| 2 Rachel seems sad. | 5 Jim seems terrified. |
| 3 Ken seems angry. | 6 Wendy seems surprised. |
| 4 Tony seems confused. | |

2 To introduce the topic

Refer Ss to the dictionary entry and then ask various Ss to give examples of coincidences they have had.

Suggested Answer Key

I was on holiday in the USA. I was walking down a street in a small town when I saw a friend from my hometown on the other side of the street! I couldn't believe it!

3 To predict information; to listen and read for gist

- Direct Ss' attention to the people in the pictures and the words in the list.

- Elicit Ss' guesses as to how the words may relate to the people.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

*I think Halley's Comet was passing the Earth when Mark Twain was born and again when he died.
James Dean was driving a Porsche when he died.*

4 To read for key information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | |
|---|
| 1 on 21st April 1910 |
| 2 when Mark Twain was born and when he died |
| 3 not to drive the car |
| 4 (mysteriously) disappeared |
- Play the video for Ss and elicit their comments at the end.

5 To learn and practise phrasal verbs with turn

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

Answer Key

- | | | | |
|------|--------|-------|-------|
| 1 up | 2 down | 3 out | 4 off |
|------|--------|-------|-------|
- Allow time to make sentences with the other particles in their notebooks.
 - Check Ss' answers.

Suggested Answer Key

- | |
|--|
| 1 Could you turn on the TV, please? |
| 2 Turn off the radio! I'm trying to study. |
| 3 My watch finally turned up in the drawer. |
| 4 The Keplie can turn into a woman. |

6 To learn and practise prepositional phrases

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

Answer Key

- | | | | |
|------|--------|------|------|
| 1 of | 2 from | 3 at | 4 to |
|------|--------|------|------|
- Ask Ss to add these phrases to the **Prepositions** section in their notebooks and revise them regularly.

Module 2

7 To listen for cohesion (order of pictures)

- Direct Ss' attention to the pictures (A-C).
- Explain the task. Ss try to guess the order of the pictures.
- Play the recording. Ss listen and check if their guesses were correct.

Answer Key

1 C 2 A 3 B

- Play the recording again for Ss to take notes.
- Ask various Ss to read their notes to the class.

Suggested Answer Key

shopping in Paris, beautiful painting in antique shop, famous portrait painter, took it home, mother saw it, said it was grandmother

8 To express an opinion

- Explain the task ask Ss to discuss in pairs whether they think the coincidence is extraordinary or not.
- Ask various Ss to express their opinion to the rest of the class and see who agrees with them.

Suggested Answer Key

Yes, I think this coincidence is extraordinary. There are many people in the world, so it's unusual to find a painting of your relative. Also, her grandmother had never been to France, so it's very unusual that her portrait was there.

9 To present linkers; to write a short story using linkers

- Read the **Note** box.
- Explain the task and give Ss time to write a short story about the coincidence they heard about in Ex. 7 using linkers.
- Ask various Ss to read their texts to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

A girl was on holiday in Paris and she decided to go to an antique shop. She saw a painting that she really liked. It was by a famous portrait painter. It was expensive, but she decided to buy it. When she went back home to the UK, she put the painting on the wall. The girl's mother saw it and was very surprised because her mother, the girl's grandmother, was the woman in the painting! It was a very weird thing to happen and they never forgot about this strange coincidence. Whenever someone came to their home, they told them the story about the portrait.

In groups collect information about surprising coincidences. Have a class contest.

- Explain the task.
- Ss work in groups to collect information about a surprising coincidence.
- Assign the task for HW and check Ss' answers in the next lesson.
- Ask various groups to read their coincidences to the rest of the class. The best coincidence wins.

(Ss' own answers)

2d

1 To present the *present perfect continuous*

- Ss' books closed.
- Present the *present perfect continuous*. Say, then write on the board: *I have been watching TV since 5 o'clock*. Underline **have been watching** and explain that this is in the *present perfect continuous*. Explain that we use this verb as it is to form all persons in the affirmative, except the third person singular. We form the 3rd person singular by using *has* instead of *have*. Explain that we use the *present perfect continuous* to talk about actions in the past which continue up to the present which may still be continuing or have finished.
- Say, then write on the board: *I haven't been watching TV since 5 o'clock*. Explain that this is the negative form of the *present perfect continuous*. Give examples for all persons and elicit that we form the negative of the *present perfect continuous* with *subject pronoun/noun + haven't/hasn't + been + main verb + -ing*.
- Say, then write on the board: *Have I been watching TV since 5 o'clock?* Explain that this is the interrogative form of the *present perfect continuous*. Give examples for all persons and elicit that we form the interrogative of the *present perfect continuous* with **Have/Has + subject pronoun/noun + been + main verb + -ing**.
- Ss' books open.
- Read the theory and the **Note** box.

2 To practise the *present perfect continuous*

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

Answer Key

2 *has been studying* 4 *have been waiting*
3 *has been playing* 5 *have been cleaning*

Game

Aim To practise the *present perfect continuous*

Ss play the game in pairs. One S mimes an activity and the other tries to guess it. The pair who has the most guesses correct wins.

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

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

Answer Key

- 2 *Have they been working*
- 3 *hasn't been sleeping*
- 4 *has been tidying*
- 5 *have been writing*
- 6 *have been jogging*

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

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

Answer Key

- 2 *Has your friend been going to the gym lately?*
Yes, he/she has.
- 3 *Has Tony been living in Florida since last month?*
Yes, he has.
- 4 *Have they been playing computer games all night?*
No, they haven't.

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

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

Answer Key

- | | |
|-------------------------|----------------------------|
| 2 <i>are staying</i> | 6 <i>are also planning</i> |
| 3 <i>am sitting</i> | 7 <i>are going</i> |
| 4 <i>am looking</i> | 8 <i>have been hoping</i> |
| 5 <i>has been going</i> | |

2e

1 **Aim** To present situational language

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

2 **Aim** To listen and read for key information

- Elicit what Ss think the dialogue is about based on the sentences in Ex. 1.
- Ask Ss to read the sentence stems (1-3).
- Play the recording. Ss listen and complete the sentences.
- Check Ss' answers.

Answer Key

- 1 *tired, sleep very well*
- 2 *she dreamt something was chasing her*
- 3 *fly*

3 **Aim** To act out a dialogue

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out the dialogue in front of the class and another pair evaluates them.
- Check Ss' intonation and correct as necessary.

4 **Aim** To learn homophones

- Read the definition of homophones and explain the task.
- Give Ss time to do the task and ask them to write the pairs in their notebooks.
- Check Ss' answers.
- Play the recording with pauses for Ss to repeat chorally and/or individually. Then elicit the meanings of the words.

Answer Key

dear – deer, tail – tale, here – hear, no – know, write – right, one – won, our – hour, for – four, their – there

Suggested Answer Key

dear – close to your heart
deer – an animal
tail – part of an animal
tale – a story
here – in this place
hear – listen to
no – the opposite of 'yes'
know – have information about
write – use a pen/pencil to produce words
right – correct
one – single
won – defeated another
our – possessive of 'we'
hour – 60 minutes

Module 2

for – opposite of ‘against’

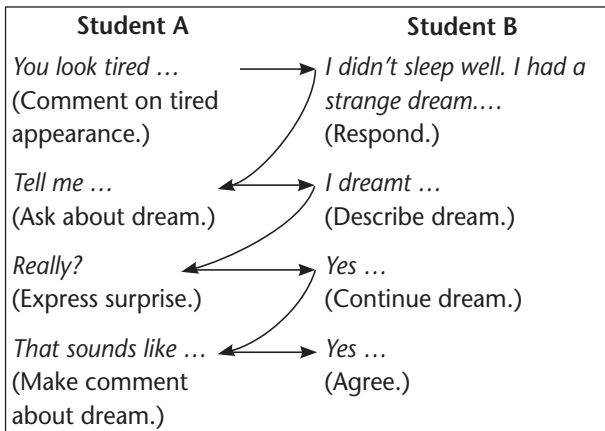
four – a number before five and after three

their – possessive of ‘they’

there – opposite of ‘here’

5 **Aim** To act out a dialogue; to practise role-playing

- Explain the task. Then, ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model. Encourage Ss to use phrases from Ex. 1.
- Ss complete the task in closed pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases from the language box. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.



Suggested Answer Key

Tom: You look tired. What's up?

Ben: I didn't sleep well. I had a very strange dream last night.

Tom: Tell me more!

Ben: I dreamt that some aliens kidnapped me!

Tom: Really?

Ben: Yes, they took me in their spaceship to their planet.

Tom: You're joking! That sounds like a very realistic dream.

Ben: Yes, it was. It was a nightmare.

2f

1 **Aim** To introduce the topic; to describe dragons

- Read the title of the text and elicit what a dragon is.
- Go through the list of adjectives and explain/elicite the meaning of any unknown ones.

- Ask various Ss to use three of them and describe a dragon.

Suggested Answer Key

I think dragons are **evil**, **destructive** and **fire-breathing**.

I think dragons are **kind**, **helpful** and **protective**.

2 **Aim** To listen and read for specific information

- Ask Ss to read the statements.
- Play the recording. Ss listen and follow the text in their books.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 – Text B

3 – Text B

5 – Both

2 – Neither

4 – Text A

3 **Aim** To talk about dragons

Ask various Ss to say a few things about the dragons in the texts using the words in the rubric.

Suggested Answer Key

The Red Dragon of Wales shows **the nation's pride** in its culture. It is an **emblem** of Welsh culture. It has **bat-like wings** and an **arrow-pointed tail**. Iceland's **coat of arms** shows a dragon which people consider protecting Iceland along with poisonous **lizards and snakes**. There is a legend that says it chased away a Danish king who wanted to conquer Iceland.

Are there stories about unique dragons or other mysterious creatures you know about? Collect information and present it to the class.

- Explain the task.
- Give Ss time to collect information and complete the task.
- Alternatively, assign the task for HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

According to Spanish legend, Cuélebre is a cave-dwelling serpent dragon with huge wings. In its cave, it guards treasure and prisoners. It seldom leaves its cave except to eat. The only way to kill Cuélebre is to poison it. The legend says that, eventually, Cuélebre will leave its cave and fly to a better place.

Background Information

Denmark is a country in Scandinavia in northern Europe. It is the smallest country in Scandinavia. It has a population of 5.7 million and its language is Danish. It has got a lot of islands.

Iceland is a large island country in the North Atlantic Ocean. Its capital is Reykjavik and it has a population of just over 360,000 people. It has many glaciers and volcanoes.

Wales is a country in the south west of the UK. It has a population of 3 million people. Its capital is Cardiff and the official languages are Welsh and English. The Welsh flag has a dragon on it.

Fun Time 2

1 To consolidate vocabulary learnt in the module

- Explain the task and give Ss time to complete it. Tell Ss they may refer back to the module if necessary.
- Check Ss' answers.

Suggested Answer Key

Across	Down
1 sad	2 angry
4 terrified	3 confused
6 surprised	5 excited

2 To test knowledge learnt in the module

- Explain the task.
- Allow Ss time to read the sentences and decide whether each one is true, false or doesn't say.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly.
- Check Ss' answers.

Answer Key

- F (It's from Scotland.)
- T
- DS
- DS
- F (Mark Twain was born on 30th November 1835.)
- T
- F (Guinness was a British actor.)
- F (Y Ddraig Goch is from Wales.)
- T
- F (Y Ddraig Goch is the Red Dragon of Wales.)

3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions.
- Ss can swap quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- The Dobhar-chú is from Cornwall. (F – It's from Ireland.)
- The Morgawr looks like a sea serpent. (T)
- The Dobhar-chú looks like a horse. (F – It looks like something between a hound and an otter.)
- Mark Twain was from the USA. (T)
- Halley's Comet passes the Earth every 65 years. (F – 75-80 years)
- James Dean won an Oscar. (DS)
- Y Ddraig Goch is a bat. (F – It's a dragon with bat-like wings.)

4 To predict the content of a song; to listen and read for gist

- Go through the list of words and explain their meanings.
- Elicit what Ss think the song might be about.
- Play the recording. Ss listen and follow the song in their books to find out.

Suggested Answer Key

The singer's dream is about monsters.

5 To personalise the topic

- Elicit a variety of answers from Ss around the class. (Ss' own answers)
- Play the video for the Ss and elicit their comments at the end.

Revision & Evaluation 2

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|-----------|--------------|---------|
| 1 neck | 3 wings | 5 claws |
| 2 forests | 4 waterfalls | |

Module 2

2 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|-------------|------------|-------------|
| 1 terrified | 3 sad | 5 surprised |
| 2 angry | 4 confused | |

3 To consolidate grammar learnt in the module

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

Answer Key

- | | | |
|-----------|------------------|----------------|
| 1 heard | 3 Did he tell | 5 was swimming |
| 2 grabbed | 4 were you doing | |

4 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|-------------------|-----------------------|
| 1 has been | 4 has he been working |
| 2 has been living | 5 has never seen |
| 3 have discovered | |

5 To consolidate everyday English learnt in the module

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

Answer Key

- | | |
|----------------------|---------------------|
| 1 What's up? | 4 What do you mean? |
| 2 What was it about? | 5 That's weird! |
| 3 Tell me more! | |

Monstertrackers! 1 The Thunderbird

1 To predict content; to listen and read for gist

- Ask Ss to look at the pictures and guess what the story is about.
- Play the recording. Ss listen and read the text to find out.

Answer Key

The story is about a very big bird, called the Thunderbird.

2 To read for key information

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

Answer Key

- | | |
|---------------------|-----------------|
| 1 a small aeroplane | 4 in a cabin |
| 2 he crashed | 5 Boogey |
| 3 pulled them along | 6 Boogey's life |

3 To present and practise new vocabulary

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

Answer Key

- | | | |
|---------|--------------|------------|
| 1 map | 4 snowmobile | 7 sled dog |
| 2 cabin | 5 fire | 8 ice |
| 3 wreck | 6 brakes | 9 wood |

4 To put sentences in correct order; to tell the summary of a text

- Explain the task.
- Give Ss time to complete the task. Refer Ss to the text to help them complete it.
- Check Ss' answers.
- Ask various Ss around the class to use the sentences to tell the summary of the text in front of the class.

Answer Key

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

Fact or Fiction

- Its wingspan is around 14 feet. **Fact**
- Its head is about 3 feet long. **Fiction**
- The legend of the Thunderbird goes back hundreds of years as part of the mythology of some Native American tribes. **Fact**
- Play the video for the Ss and elicit their comments at the end.

My progress

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

Healthy Living

Topic

In this module Ss will explore the topic of sports/activities & equipment, food and injuries/accidents & first aid.

Module page

45

Lesson objectives: To get an overview of the module

Vocabulary: sports/activities & equipment (*tennis, rock climbing, aerobics, ice hockey, snowboarding, snorkelling, yoga, mat, goggles, flippers, gloves, racquet, wetsuit, snowboard, ball, puck, stick, helmet, step, trainers, skates, snorkel*)

3a Reading

46-47

Lesson objectives: To predict information, to listen and read for gist and specific information, to talk about food, to learn prepositional phrases, to talk about athletes and healthy eating, to write an article about sports and diet

Vocabulary: nouns (*nutrient, carbohydrates, muscle, fuel, protein, liquid*); adjective (*dehydrated*); verb (*store*); food (*chicken curry and rice, cereal and milk, fish and chips, pancakes and fresh fruit, pasta and meatballs, soup and bread, salmon and veggies, green salad, eggs and bacon*)

3b Grammar

48-49

Lesson objectives: To practise plurals, to practise countable/uncountable nouns – quantifiers, to practise partitives

3c Skills

50-51

Lesson objectives: To talk about injuries/accidents & first aid, to predict information, to listen and read for gist and specific information, to learn phrasal verbs with *give*, to listen for specific information, to pronounce /eɪ/ /e/, to write an email to a friend about an accident

Vocabulary: injuries/accidents (*burn your hand, sprain your wrist, hit your head, cut your leg, pull a muscle, bruise your eye, twist your ankle, break your leg*); first aid (*rest it, put some cream on it, put an ice pack on it, have an X-ray, put a bandage on it, clean a wound, wear a plaster cast, put a dressing on it*); nouns (*victim, handle*); phrases (*catch a wave, sharp pain, overcome obstacles*);

3d Grammar

52-53

Lesson objectives: To learn and practise singular/plural nouns, to learn and practise subject – predicate agreement

3e Everyday English

54

Lesson objectives: To listen, read and act out a dialogue about aches & pains/illnesses

Vocabulary: aches & pains/illnesses ((a) *stomach ache, toothache, a headache, a sore throat, a temperature, a cough, a cold/the flu*)

3f Across Cultures

55

Lesson objectives: To predict information, to listen and read for gist and specific information, to write about eating habits

Vocabulary: nouns (*school canteen, curry, junk food, porridge*); adjectives (*multicultural, home-cooked, mental, physical*); verb (*force*)

Fun Time 3

56

Lesson objectives: To consolidate vocabulary attained throughout the module, to do a quiz, to write a quiz, to listen and read for gist, to express opinion about a healthy lifestyle

Revision & Evaluation 3

57

Module 3

What's in this module?

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

Find the page numbers for

- Give Ss some time to look through the module and find the relevant page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a shark (p. 50)

Have you ever seen a shark? When? Where? Are you scared of sharks? etc

a carton of milk (p. 49)

Do you like milk? How often do you drink it? etc

a restaurant menu (p. 46)

Do you like going to a restaurant? What do you usually choose from the menu? etc

Vocabulary

1 To present vocabulary for sports/activities & equipment

- Direct Ss' attention to the pictures.
- Elicit which sports equipment matches each letter to the pictures.
- Give Ss time to complete the task.
- Play the recording and Ss listen and check their answers.

Answer Key

1 O	4 J	7 K	10 G	13 D
2 I	5 A	8 B	11 C	14 F
3 L	6 N	9 H	12 E	15 M

2 To practise vocabulary for sports/activities & equipment

- Read the box and explain how we use collocations with *do/play/go*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

do	play	go
aerobics, yoga (karate, judo)	tennis, ice hockey (football, basketball)	rock climbing, snowboarding, snorkelling (fishing, swimming)

3 To identify extreme sports

- Explain the task and give Ss time to look at the pictures to complete the task.
- Check Ss' answers.

Answer Key

Rock climbing and snowboarding.

4 To talk about your favourite sport

- Explain the task and give Ss time to complete the sentences.
- Then ask various Ss around the class.

Suggested Answer Key

My favourite activity is *yoga*. You need *a yoga mat* to do it. I like *yoga* a lot because it's *relaxing*.

3a

1 To predict information; to listen and read for gist

- Direct Ss' attention to the picture.
- Then, ask Ss to guess which food/drinks in the eatwell plate are good for people who play sports.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

Bread, rice, pasta, potatoes, meat, fish, milk and water are good for people who play sports.

2 To read for specific information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers and elicit the corrections for the false statements.

Answer Key

- T
- DS
- F (High-protein foods [meat, fish and milk] strengthen an athlete's muscles.)
- T
- F (An athlete must drink water during exercise.)
- DS

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

3 To order from a menu

- Explain the task and divide the class in two groups.
- Allow Ss some time to look at the menu box and decide what to order in each situation.
- Check Ss' answers.

Suggested Answer Key

Group A: In the situation where we have football practice later and we need energy, we would order a green salad or grilled vegetables for starters and then pasta and meatballs or roast chicken and potatoes for the main course. We wouldn't have a dessert and we would drink water.

Group B: In the situation where we are on a diet, we would order the green salad or grilled vegetables, no dessert and drink ice tea or juice.

4 a) To present vocabulary for food

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

b) To practise vocabulary for food

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

Suggested Answer Key

breakfast: cereal and milk, pancakes and fresh fruit, eggs and bacon

lunch: chicken curry and rice, fish and chips, pasta and meatballs

dinner: soup and bread, green salad, salmon and veggies

5 To learn and practise prepositional phrases

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

Answer Key

1 in 2 at 3 in 4 of

- Ask Ss to add these phrases to the **Prepositions** section in their notebooks and revise them regularly.

6 To express an opinion

- Explain the task and ask various Ss around the class to express their opinion.
- Check Ss' answers.

Suggested Answer Key

All the foods in Ex. 4a are healthy for athletes because they have carbohydrates and protein or fruit and vegetables in them.

7 To develop research skills and write an article

- Explain the task and ask Ss to use the Internet, encyclopaedias or other reference resources to look up information about sports and diet.
- Give Ss time to do their research and complete the article about sports and diet.
- Ask various Ss to read their text to the rest of the class.
- Alternatively, assign the task for HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

Eat well, play well

When you exercise, you **use energy**, so it's important to eat **carbohydrates** like **bread, rice, pasta and potatoes** to **keep your energy up**. You should also eat **protein**, such as **meat, fish and milk** to **keep your muscles and bones strong and healthy**. It's also important to drink **water** to stay **hydrated** while you exercise. After exercising, you should eat **carbohydrates and protein** to allow your body to recover better.

3b

1 To practise plurals

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

Answer Key

1 bottles	5 toys	9 tomatoes
2 roofs	6 fish	10 eggs
3 people	7 boxes	11 teeth
4 oranges	8 leaves	12 families

2 To practise countable/uncountable nouns – quantifiers

- Read the theory and the **Note** box on **countable/uncountable nouns**.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

2 C strawberries	5 U	8 U
3 U	6 U	9 C lemons
4 C watermelons	7 C tomatoes	

Module 3

3 **Aim** To practise countable/uncountable nouns – quantifiers

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

Answer Key

- | | |
|-----------------|------------------|
| 1 much, much | 5 a lot of, some |
| 2 a little, any | 6 many, lots of |
| 3 many, some | 7 very few, some |
| 4 some, no | 8 some, little |

4 a) **Aim** To practise partitives

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

Answer Key

- | | | |
|----------|----------|---------|
| 1 slice | 4 bottle | 7 piece |
| 2 jar | 5 glass | 8 loaf |
| 3 carton | 6 cup | 9 bowl |

b) **Aim** To practise partitives

- Explain the task and in pairs act out a similar dialogue, as in the example.
- Monitor the activity around the class and then ask various pairs to act out a dialogue in front of the class.

Answer Key

- 2 A: How much is a jar of pickles?
B: It's £4 a/per jar.
- 3 A: How much is a carton of milk?
B: It's £2 a/per carton.
- 4 A: How much is a bottle of oil?
B: It's £6 a/per bottle.
- 5 A: How much is a glass of orange juice?
B: It's 90p a/per glass.
- 6 A: How much is a cup of tea?
B: It's £1.50 a/per cup.
- 7 A: How much is a piece of cheese?
B: It's £2 per 100 g.
- 8 A: How much is a loaf of bread?
B: It's £2.25 a/per loaf.
- 9 A: How much is a bowl of cereal?
B: It's £1.75 a/per bowl.

5 **Aim** To practise plurals & countable/uncountable nouns – quantifiers and partitives

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

Answer Key

- | | | | |
|---------|-------|--------|---------|
| 1 some | 4 no | 7 some | 10 bars |
| 2 a few | 5 bag | 8 any | |
| 3 much | 6 any | 9 some | |

6 **Aim** To practise plurals & countable/uncountable nouns – quantifiers and partitives

- Explain the task and in pairs Ss decide what to buy from the supermarket. Ss can use the dialogue in Ex. 5 as a model.
- Monitor the activity around the class and then ask some pairs to act out a dialogue in front of the class.

Suggested Answer Key

- A: Let's make a list for the supermarket.
B: Good idea. We need some pizza and some drinks. How much orange juice is there in the fridge?
A: We have no orange juice, so we need to buy three cartons.
B: Sure. Is there any cola?
A: Yes, we still have a few bottles of cola. But I don't think we have any crisps or sweets.
B: Then let's buy some.
A: OK. Let's buy four bags of crisps and some sweets. Is that everything?
B: Yes, I think so.

Shopping List

pizza
3 cartons of orange juice
4 bags of crisps
sweets

3c

1 a) **Aim** To present and practise vocabulary for injuries/accidents

- Explain the task and read out the example.
- In pairs Ss say what happened to each person.
- Monitor the activity around the class and then ask various Ss to tell the class.

Module 3

Answer Key

- 2 Kelly sprained her wrist. 6 Alex bruised his eye.
3 Mary hit her head. 7 Martha twisted her ankle.
4 Steve cut his leg. 8 John broke his leg.
5 James pulled a muscle.

b) **Aim** To present and practise vocabulary for injuries/accidents & first aid

- Explain the task and give Ss time to complete it, as in the example.
- Check Ss' answers.

Suggested Answer Key

- 2 Kelly sprained her wrist, so she put an ice pack on it, put a bandage on it and rested it.
3 Mary hit her head, so she put an ice pack on it.
4 Steve cut his leg, so he cleaned the wound and put a dressing on it.
5 James pulled a muscle, so he rested it.
6 Alex bruised his eye, so he put an ice pack on it.
7 Martha twisted her ankle so she put an ice pack on it, put a bandage on it and rested it.
8 John broke his leg, so he had an X-ray and wore a plaster cast.

2 **Aim** To predict information; to listen and read for gist

- Direct Ss' attention to the pictures.
- Elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I believe the text is about Bethany Hamilton, a surfer who lost her arm in a shark attack.

3 **Aim** To read for specific information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 She was the victim of a shark attack.
2 Her friends carried her back to the beach and took her to hospital.
3 Her dad put a special handle on her boards to pull herself up.

- Read the **Did you know?** box.
- Play the video for the Ss and elicit their comments at the end.

4 **Aim** To learn and practise phrasal verbs with give

- Read the **Phrasal verbs** box.
- Explain the task and give Ss time to complete it.
- Check their answers.

Answer Key

1 in 2 up 3 back 4 away

5 **Aim** To listen for specific information

- Explain the task and ask Ss to copy the table into their notebooks.
- Play the recording. Ss listen and complete the table.
- Check Ss' answers by asking various Ss to tell the class about the accidents using their notes.

Answer Key

	what happened	how it happened	what they did
Jenny	twisted ankle	was playing basketball	put ice pack on
Tony	burnt hand	was cooking dinner	put cream on
Sally	cut her leg	was rollerblading	cleaned wound, put dressing on

Tony burnt his hand while he was cooking dinner. He put some cream on it.

Sally cut her leg while she was rollerblading. She cleaned the wound and put a dressing on it.

6 **Aim** To describe an accident

- Go through the phrases (actions) and ask Ss to match them to the people in Ex. 1. Ask: Who was playing basketball? Mary. Who was cooking? Jane. Continue for the rest of the pictures.
- Ask two Ss to read out the example.
- Ss work in pairs. Monitor the activity around the class and then ask some pairs to talk about the accidents in front of the class.

Module 3

Answer Key

- A: Kelly sprained her wrist.
B: Really? How did it happen?
A: She was playing tennis.
B: What did she do?
A: She put an ice pack on it, put a bandage on it and rested it.
A: Mary hit her head.
B: Really? How did it happen?
A: She was playing basketball.
B: What did she do?
A: She put an ice pack on it.
A: Steve cut his leg.
B: Really? How did it happen?
A: He was rock climbing.
B: What did he do?
A: He cleaned the wound and put a dressing on it.
A: James pulled a muscle.
B: Really? How did it happen?
A: He was lifting weights.
B: What did he do?
A: He rested it.
A: Alex bruised his eye.
B: Really? How did it happen?
A: He was doing karate.
B: What did he do?
A: He put an ice pack on it.
A: Martha twisted her ankle.
B: Really? How did it happen?
A: She was rollerblading.
B: What did she do?
A: She put an ice pack on it, put a bandage on it and rested it.
A: John broke his leg.
B: Really? How did it happen?
A: He was riding a horse.
B: What did he do?
A: He had an X-ray and wore a plaster cast.

Pronunciation

7 To pronounce /eɪ/ /e/

- Play the recording for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Elicit other words with the same sounds from Ss around the class.

Suggested Answer Key

/eɪ/ gain, train
/e/ pet, set

8 To write an email about an accident

- Explain the task and allow Ss time to complete it.
- Check Ss' answers by asking various Ss to read their emails in class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Matt,
You won't believe what happened to me **last week**.
I sprained my wrist while I was playing tennis. I put an ice pack on it, put a bandage on it and rested it. It's better now. What about you? How are things?
Write back,
Peter

Have you ever had a bad injury/accident? Tell the class.

- Explain the task and give Ss time to think about a bad injury/accident that happened to them.
- Then elicit a variety of answers from Ss around the class.

(Ss' own answers)

Background Information

Tunnels Beach, Hawaii is in the northern part of the island of Kauai. It is a popular place for swimming, snorkelling, scuba diving and surfing. It has clean white sand and the water is full of sea life.

3d

1 To present singular/plural nouns

- Ss' books closed. Explain that plural nouns (e.g. *police, trousers*) are followed by plural verbs (e.g. *The police are looking for the thief.*). Plural nouns represent a group of people or an object which has two parts.
- Explain that some nouns may seem to be plural, but are not and so take a singular verb (e.g. *Maths, athletics*). Other nouns that refer to a group (e.g. *team, family*) can take a singular or plural verb.
- Ss' books open.
- Read the theory and elicit further examples as necessary.

2 **Aim** To practise *singular/plural nouns*

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

Answer Key

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

3 **Aim** To practise *singular/plural nouns*

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

Answer Key

1 is 2 is 3 are 4 is 5 are

4 **Aim** To present *subject – predicate agreement*

Read the theory and the **Note** box and elicit further examples as necessary.

5 **Aim** To practise *subject – predicate agreement*

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

Answer Key

1 have 3 likes 5 is
2 are 4 is 6 have

6 **Aim** To practise *subject – predicate agreement*

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

Answer Key

2 *Either my mum or my sister is making dinner.*
3 *Neither Ted nor John can play golf.*
4 *Both Martha and Fiona have got skates.*
5 *Neither Daniel nor Kim drinks tea.*
6 *Either Adam or Paul is talking on the phone.*
7 *Neither Dorina nor Laura likes jogging.*

3e

1 **Aim** To present *situational language*

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

2 **Aim** To listen and read for specific information

- Go through the pictures and explain any unknown words.
- Play the recording. Ss listen and follow the dialogue in their books.
- Then give Ss time to answer the question.
- Check Ss' answers.

Answer Key

John has toothache. Jenny advises John to take a painkiller and see a dentist.

3 **Aim** To present and practise vocabulary for *aches & pains/illnesses*

- Ask Ss to go through the pictures (1-7) again and then read what they would do to feel better in pictures a-d.
- Give Ss time to match the illnesses to what to do to feel better.
- Check Ss' answers.

Answer Key

1 b, d 3 b 5 b 7 b, d
2 b 4 a 6 c

4 **Aim** To act out a dialogue; to practise role-playing

- Explain the task. Then, ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Module 3

Student A	Student B
Are you ...? You (don't) look ... (Ask about health.)	I feel ... (Say how you feel.)
Oh dear! What's ... (Express concern. Ask about problem.)	I've got ... (Say what's wrong.)
Why don't you ... (Suggest what to do.)	I did, but it still hurts ... (Agree. But tell A that the ache continues.)
When did you ... (Ask when B did sth to feel better.)	About an hour ago. (Say time.)
Well, it should ... (Tell B that he/she will be OK soon.)	I can't stand any longer. (Tell A that you can't stand the pain.)
Then you should ... (Give advice.)	I suppose ... (Agree.)

Suggested Answer Key

A: Are you OK, Ann? You look terrible.
 B: I feel terrible.
 A: Oh dear! What's wrong?
 B: I've got a dreadful headache.
 A: Why don't you take a painkiller?
 B: I did, but it still hurts.
 A: When did you take it?
 B: About an hour ago.
 A: Well, it should make you feel better soon.
 B: I can't stand it any longer.
 A: Then you should lie down.
 B: I suppose you're right.

3f

1 **Aim** To predict information; to listen and read for gist

- Direct Ss' attention to the pictures.
- Then, ask Ss to guess what eating habits the teens in the pictures have.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

David eats mostly junk food and Tina is vegan and likes to eat healthy food.

2 **Aim** To read for specific information

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

Answer Key

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

3 **Aim** To write and present a text about eating habits

- Explain the topic and give Ss time to complete the task in class. Remind Ss to use the texts in Ex. 1 as models and follow the plan in their books. Ask various Ss to read/present their writings to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

When people think of Romanian food, they think of beef soup and cabbage rolls. Although we still eat this food regularly, we also eat other food.

My name is Vlad, I'm 15 years old and I live in Bucharest. Although there are many different types of restaurants to choose from, I rarely eat out. I usually eat home-cooked meals my parents prepare. I prefer traditional food to fast food or junk food.

For breakfast, I usually eat an omelette with onions and bacon or a cheese pie with a traditional Romanian cheese. For lunch, I often eat a salad with bread and fresh vegetables and some cold sliced meat. In the evening, for dinner, I often eat soup with meat or vegetables and noodles or stuffed cabbage leaves.

I know most teens prefer to eat junk food, but I like eating healthy home-cooked food. It makes me feel good and it's delicious.

What do you like to eat? Do you eat a lot of healthy food/junk food/home-cooked food?

- Explain the task and give Ss time to complete it.
- Then elicit a variety of answers from Ss around the class.

(Ss' own answers)

Fun Time 3

Game

1 **Aim** To consolidate vocabulary learnt in the module

- Give Ss five minutes to complete the task. The S who completes the task first wins.
- Check Ss' answers.

Suggested Answer Key

- 2 sports that involve water: swimming, snorkelling
- 2 sports that use a board: snowboarding, surfing

Module 3

- 2 sports that involve heights: rock climbing, snowboarding
- 4 sports that you play with a ball: football, basketball, tennis, baseball

2 To test knowledge learnt in this module

- Explain the task.
- Allow Ss time to read the sentences and decide whether each one is true, false or doesn't say.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly.
- Check Ss' answers.

Answer Key

1 T 2 F 3 DS 4 T 5 F

3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions.
- Ss can swap quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Bethany Hamilton lost a leg in a shark attack. (F)
- 2 You need flippers and a mask to go snorkelling. (T)
- 3 Carbohydrates are an excellent source of energy. (T)
- 4 You need rope for climbing. (DS)
- 5 You need a step to do aerobics. (T)

4 To predict the content of a song; to listen and read for gist

- Direct Ss' attention to the pictures and read out the title of the song.
- Elicit what Ss think the song might be about.
- Play the recording. Ss listen and follow the song in their books to find out.

Suggested Answer Key

The song is about living a healthy life.

5 To discuss your lifestyle

- Explain the task and give Ss time to complete it.
- Ask various Ss to discuss their thoughts and then share their answers with the class.

Suggested Answer Key

I think I have a fairly healthy lifestyle. I exercise regularly as I play sports three times a week. I try to eat healthy food and I don't eat much junk food.

Revision & Evaluation 3

1 To consolidate vocabulary learnt in the module

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

Answer Key

1 go, goggles 3 play, a racquet 5 go,
2 play, a puck 4 do, a mat a wetsuit

2 To consolidate vocabulary learnt in the module

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

Answer Key

1 plaster cast 3 pancakes 5 soup
2 sprained 4 muscle

3 To consolidate grammar learnt in the module

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

Answer Key

1 much 5 cup 9 a lot of
2 slices 6 bottle 10 loaf
3 a little 7 many
4 a few 8 carton

4 To consolidate grammar learnt in the module

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

Answer Key

1 are 3 is 5 is
2 likes 4 are

5 To consolidate everyday English learnt in the module

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

Answer Key

1 e 2 a 3 d 4 c 5 b

My progress

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

All Things High-Tech

Topic

In this module Ss will explore the topics of gadgets, rooms, furniture & appliances and computer language

Module page

59

Lesson objectives: To get an overview of the module

Vocabulary: gadgets (*smartphone, satnav, games console, laptop, MP3 player, tablet, a touch screen, headphones, a controller, a keyboard, buttons, play games, call friends, send text messages, get directions, read books, listen to music, watch films, go online*)

4a Reading

60-61

Lesson objectives: To predict information, to listen and read for gist and key information, to practise talking about rooms, furniture & appliances, to learn phrasal verbs with *come*, to describe a house, to write a letter accepting/refusing an invitation

Vocabulary: nouns (*feature, pin, sensor*); verbs (*lead, inspire, wonder, interact, track, reduce*); phrase (*networking system*); rooms, furniture & appliances (*chair, bathroom, dishwasher, carpet, attic, desk, DVD player, table, sofa, living room, TV, door, bed, computer, kitchen, armchair, fridge, bedroom, washbasin, hall, pillow, toilet, cooker, wardrobe, garden, window, fence, cushion, bath*)

4b Grammar

62-63

Lesson objectives: To learn and practise future tenses (*be going to*, present simple & present continuous ([future meaning] and future simple)

4c Skills

64-65

Lesson objectives: To talk about computer language, to predict information, to listen and read for gist and specific information, to learn prepositional phrases, to listen for specific information, to talk about the results of a survey, to do a survey

Vocabulary: computer language (*connect to the Internet, update software, scan documents/pictures, print documents/pictures, click on [with a mouse], save files on a hard drive,*

stream [live] shows/films/music); nouns (*screenager, majority, survey, addiction, boot camp*); adjective (*multi-tasking*); phrasal verb (*move up*)

4d Grammar

66-67

Lesson objectives: To learn and practise the modal verbs

4e Everyday English

68

Lesson objectives: To listen, read and act out a dialogue giving instructions, to learn intonation in questions

4f Across Cultures

69

Lesson objectives: To predict information, to listen and read for gist and key information, to talk about gaming, to compare and contrast gaming in two countries

Vocabulary: nouns (*strategy games, role-playing games*); verb (*attract*)

Fun Time 4

70

Lesson objectives: To consolidate vocabulary attained throughout the module, to do a quiz, to write a quiz, to listen and read for gist, to personalise on a topic

Revision & Evaluation 4

71

Monstertrackers! 2

72-73

What's in this module?

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

Find the page numbers for

- Give Ss time to look through the module and find the relevant page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a bar graph (p. 65)

Do you know how to read bar graphs? What do we use them for?

a tablet (p. 59)

Have you got a tablet? What do you use it for? How often do you use it?

a computer chip (p. 60)

Have you seen a computer chip before? What does it do?

Vocabulary

1 a) To present vocabulary for gadgets

- Direct Ss' attention to the pictures (1-6).
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

b) To practise vocabulary for gadgets

- Explain the task and explain/elicite the meaning of any unknown words.
- Give Ss time to complete the task, as in the example.
- Check Ss' answers.

Answer Key

2 A satnav has got a touch screen, but it hasn't got headphones.

3 A games console has got a controller and buttons, but it hasn't got headphones.

4 A laptop has got a keyboard, but it hasn't got a controller.

5 An MP3 player has got a touch screen and headphones, but it hasn't got a controller.

6 A tablet has got a touch screen, but it hasn't got a keyboard.

2 To present and practise more vocabulary for gadgets

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Explain the task and explain/elicite the meaning of any unknown words.
- Elicit sentences from Ss around the class.

Answer Key

We use a smartphone to play games, call friends, send text messages, get directions, read books, listen to music, watch films and go online.

We use a satnav to get directions.

We use a laptop to play games, get directions, read books, listen to music, watch films and go online.

We use an MP3 player to listen to music.

We use a tablet to play games, get directions, read books, listen to music, watch films and go online.

3 To make a prediction

Explain the task and elicit answers from various Ss around the class.

Suggested Answer Key

I think the satnav and the MP3 player won't be around in 20 years because we can use our smartphones to listen to music and to get directions, so they won't be useful.

4a

1 To predict information; to listen and read for gist

- Direct Ss' attention to the title and the picture and elicit what they think the article is about.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

The article is about smart houses.

2 To read for key information

- Explain the task.
- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Module 4

Answer Key

- 1 smart houses
 - 2 pin
 - 3 settings
 - 4 the signals from the pin
 - 5 to reduce energy use and protect our planet
- Play the video for the Ss and elicit their comments at the end.

3 **Aim** To present and categorise vocabulary for rooms, furniture & appliances

- Explain the task and give Ss time to complete it.
- Ss may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

Rooms/Areas	Furniture	Appliances	Other
bathroom, attic, living room, kitchen, bedroom, hall, garden	chair, desk, table, sofa, bed, armchair, wardrobe	dishwasher, DVD player, TV, computer, fridge, cooker	carpet, door, washbasin, pillow, toilet, window, fence, cushion, bath

4 **Aim** To practise vocabulary for rooms, furniture & appliances

- Direct Ss' attention to the picture and explain the task.
- Elicit answers from Ss around the class.

Suggested Answer Key

I can see an attic, a bathroom, a toilet, a washbasin, a window, a hall, a bedroom, a computer, a desk, a wardrobe, a bed, a pillow, a living room, a sofa, a table, a TV, an armchair, a kitchen, a fridge, a cooker and a door.

5 **Aim** To learn and practise *phrasal verbs* with *come*

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

Answer Key

- 1 across
- 2 with
- 3 out
- 4 up with

6 **Aim** To practise vocabulary with personal examples

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.

- Ask various Ss to describe their houses in front of the rest of the class.

Suggested Answer Key

My house is very big. It has got four bedrooms, three bathrooms, two living rooms and a big kitchen. In my bedroom I have got a big bed, a wardrobe and a desk for my computer. There is also a big garden at the front of my house.

7 **Aim** To write a letter accepting/refusing an invitation

- Explain the task and read the *Note* box.
- Give Ss time to complete the task using the plan and the language in the *Note* box.
- Then Ss swap papers with their partners and evaluate their piece of writing.

Suggested Answer Key

*Dear Jane,
Thank you so much for the invitation to spend a week at your house in the summer. I'd love to come!
You told me a lot about your house, so I can't wait to visit you and see it. I want to go swimming at the beach close to your house. I think we will have a lot of fun together!
That's all for now. I'm really looking forward to it!
Bye for now,
Andrea*

Design your ideal smart house. Think about: rooms, furniture, appliances and features. Present it to class.

- Explain the task.
- Ask Ss to brainstorm for ideas and make notes under the headings provided. Encourage Ss to use vocabulary from Ex. 3.
- Give Ss time to complete the task.
- Ask various Ss to present their houses to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

(Ss' own answers)

Background Information

Bill Gates is the founder of Microsoft. He is a software developer for electronic devices and this has made him one of the wealthiest people in the world. He also tries to improve global health by helping many foundations.

4b

1 **Aim** To present *be going to*

- Ss close their books. Say then write on the board: *I am going to visit my relatives next week.* Explain the form (***be going to* + infinitive**) and explain that we use *be going to* to talk about future plans and intentions and in situations where there is evidence that something will happen (e.g. *Look at those dark clouds. It's going to rain soon.*) Say then write on the board: *Are you going to study tonight? No, I'm not.* Give examples in all persons.
- Ss open their books.
- Ask Ss to read the theory.

2 **Aim** To practise *be going to*

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

Answer Key

- is going to take*
- Are the Millers going to buy*
- are not going to stay*
- are going to go*
- isn't going to write*

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

- Read the **Note** box and explain that we use the *present simple* for timetables, schedules and programmes and that we use the *present continuous* for fixed future arrangements.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- is flying, leaves*
- are going, are meeting*
- are visiting, arrives*

4 **Aim** To present the *future simple*

- Ss close their books. Say then write on the board: *I will answer the phone.* Explain the form (***will* + infinitive**) and explain that we use *future simple* to talk about on-the-spot decisions, predictions based on what we think and promises, warnings, hopes and offers. Say then write on the board: *Will you open the door? Yes, I will.* Give examples in all persons.
- Ss open their books.
- Ask Ss to read the theory and the **Note** box.

5 **Aim** To practise the *future simple*

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

Answer Key

- Will, have*
- will ask*
- won't go out*
- will surf*
- will drive*

6 **Aim** To practise the *future tenses*

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

Answer Key

- will solve, will create*
- Are you going/Are you going to go, is picking*
- are going to spend*
- is going to be*
- does the factory open, am going to arrive*

Fortune telling. Make predictions for your classmates.

- Explain the task and give Ss time to complete it.
- Ask various Ss to share their answers with the rest of the class.

(Ss' own answers)

Tell your partner: two plans or intentions, two fixed arrangements for the near future and two things you think will happen in the future.

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask various pairs to share their answers with the rest of the class.

Suggested Answer Key

Tomorrow, I'm going to visit my grandparents. Next week, I'm going to visit London.
I'm watching a DVD with my brother this evening. I'm meeting my friend for a coffee tomorrow.
I think that people will drive flying cars in the future. I think that people will live much longer in the future.

Background Information

Melbourne is the second largest city in Australia. It is in the southeast of the country and it's the capital of the state Victoria. It has a population of 4.8 million people and it dates back from 1835.

Malibu is a beach city in western Los Angeles, USA. The city's population is around 12,000 people and it is said that most of the people who live there are movie stars.

Module 4

4c

1 **Aim** To present and practise vocabulary for computer language

- Direct Ss' attention to the pictures (1-7) and explain/ elicit the meaning of any unknown words in the functions (A-G).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

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

2 **Aim** To predict information; to listen and read for gist

- Ask Ss to read the title of the text and elicit various answers as to what they think it means.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think the title means teenagers spend too much time looking at their TV, computer or mobile phone screens.

3 **Aim** To read for specific information

- Explain the task.
- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 A screenager is a teenager who watches TV, texts their friends, chats online and plays video games.
- 2 They constantly watch digital TV, listen to music on a digital MP3 player and communicate electronically through email, instant messaging or by mobile phone.
- 3 Boot camps might become common in the future to help more teens find a balance between the real and the virtual world.

- Read the **Did you know?** box.
- Play the video for the Ss and elicit their comments at the end.

4 **Aim** To learn and practise prepositional phrases

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

Answer Key

1 with 2 to 3 on 4 in 5 with

- Ask Ss to add these phrases to the **Prepositions** section in their notebooks and revise regularly.

5 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences (A-F).
- Play the recording. Ss listen and match the speakers to the statements.
- Check Ss' answers.

Answer Key

1 D 2 C 3 F 4 E 5 B

6 **Aim** To present the results of a survey

- Direct Ss' attention to the bar graph and explain that it shows the results of a survey of a class of pupils in Year 8 from a British high school about what gadgets they own.
- Explain that the different coloured bars relate to different gadgets and the numbers relate to the number of students.
- Go through the phrases in the rubric and explain that each one refers to the percentage in brackets.
- Read out the example sentence and then give Ss time to make sentences with the rest of the phrases.
- Check Ss' answers.

Suggested Answer Key

Most of Year 8 students at Cherrytree High School have got a computer.

Half of Year 8 students at Cherrytree High School have got a digital camera.

Some of Year 8 students at Cherrytree High School have got a laptop.

A third of Year 8 students at Cherrytree High School have got a games console.

A few of Year 8 students at Cherrytree High School have got an MP3 player.

Very few of Year 8 students at Cherrytree High School have got a tablet.

7 **Aim** To conduct a survey; to prepare and present a bar graph

- Explain the task and ask Ss to do a survey of their classmates to discover which gadgets they own and use their answers to make a bar graph similar to the one in Ex. 6.
- Ask various Ss to show their completed bar graphs to the class and express their opinion as to whether their classmates are screenagers or not.

- Alternatively, assign the task for HW and check Ss' answers in the next lesson.
- To do their survey Ss should prepare a questionnaire as follows:

USING GADGETS

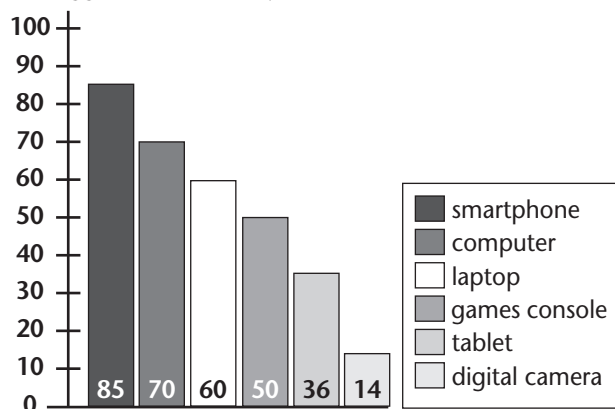
Age

Which of these gadgets have you got? Put a tick (✓) in the correct box(es).

smartphone ☐ computer ☐
digital camera ☐ tablet ☐
laptop ☐ games console ☐

- Ss collect the completed questionnaires and prepare their bar graphs that show the results.

Suggested Answer Key



The majority of my classmates have got a smartphone. Most of my classmates have got a computer and a laptop. Half of my classmates have got a games console. Some of my classmates have got a tablet and a few have got a digital camera.

How do you think teens will spend their free time in 50 years? Discuss in pairs.

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

A: I think teens will spend a lot of their free time in a virtual world using virtual reality headsets.

B: Really? I think teens will do similar things to what they do today but with more advanced technology. I think they will still play sports and have other hobbies away from a screen. etc

Background Information

China is the most populous city in the world and it is located in East Asia. Its capital city is Beijing and its population is more than 1 billion people.

Korea is a developed region in East Asia that is split in two parts North and South Korea. The capital city of North Korea is Pyongyang and the capital city of South Korea is Seoul.

4d

1 **Aim** To present *modal verbs*

- Go through the theory and the examples with the Ss.
- Explain any points Ss are unsure of and provide more examples if necessary.

2 **Aim** To practise *modal verbs*

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

Answer Key

- | | |
|-----------|-----------------|
| 1 mustn't | 3 don't need to |
| 2 have to | 4 mustn't |

3 **Aim** To practise *modal verbs*

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

Answer Key

- | |
|---|
| 2 You should buy a new printer. |
| 3 You don't have to go to the supermarket. |
| 4 You have to wear gloves in the science lab. |

Find road signs. Explain what they mean.

Explain the task, assign it for HW and check Ss' answers in the next lesson.

(Ss' own answers)

4 **Aim** To present *modal verbs*

- Go through the theory and the examples with the Ss.
- Explain any points Ss are unsure of and provide more examples if necessary.

5 **Aim** To practise *modal verbs*

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

Module 4

Answer Key

- 1 can 3 might 5 should
2 May 4 Could

6 **Aim** To practise modal verbs

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

Answer Key

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

4e

1 **Aim** To present situational language; to predict information

- Ask Ss to read the sentences (A-E) and guess what the dialogue will be about.
- Elicit various answers from Ss around the class.

Suggested Answer Key

I think the dialogue is about someone telling someone else how to do something.

2 **Aim** To read for cohesion (missing sentences)

- Explain the task and allow Ss time to use the sentences (A-E) from Ex. 1 to complete the dialogue.
- Check Ss' answers.

Answer Key

- 1 C 2 A 3 D 4 B 5 E

3 **Aim** To listen for confirmation; to listen for cohesion (put pictures in order)

- Play the recording. Ss listen and check their answers in Ex. 2.
- Then, tell Ss that they will listen to the dialogue again to put the pictures (A-E) in the correct order. Play the recording again for Ss to listen and complete the task.
- Ask Ss to compare their answers to their partner's answers.
- Check Ss' answers.

Answer Key

- 1 B 2 A 3 C 4 D 5 E

4 **Aim** To act out a dialogue

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

- Monitor the activity around the class.
- Ask various pairs to act out their dialogues in front of the rest of the class.

5 **Aim** To learn and practise intonation in questions

- Read the **Note** box and explain the difference in intonation of *wh*-questions and *Yes/No* questions.
- Explain task and give Ss time to copy the tables in their notebooks.
- Play the recording. Ss listen and mark each sentence accordingly.
- Check Ss' answers.
- Play the recording again. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Answer Key

What are you doing?	↘	How do you do this?	↘
Can you fix it?	↗	Do you need any help?	↗
When can you help me?	↘	Where can I put this?	↘

4f

1 **Aim** To predict information; to listen and read for gist

- Ask Ss to read the title of the text and look at the pictures.
- Elicit Ss' guesses as to what type of video games each country prefers.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

Teens in the USA prefer action/adventure games and sport games. Teens in the UK prefer puzzle games and strategy games.

2 **Aim** To read for key information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 online or downloaded games
2 action and adventure
3 console games
4 puzzle and quiz games and strategy and role-playing games

Module 4

3 **Aim** To talk about gaming

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs to complete the task.
- Monitor the activity around the class.
- Then, ask various pairs to share their answers with the rest of the class.

Suggested Answer Key

A: Do you like **puzzle** games?

B: Yes, I think they're **fun**.

A: How about **racing** games?

B: I think they're **boring**. etc

4 **Aim** To compare and contrast gaming in two countries

- Explain the task and read out the example sentence.
- Ask Ss to refer back to the text in Ex. 1 if necessary and allow them some time to complete the task.
- Ask various Ss to read their texts in front of the class.
- Alternatively, assign the task for HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

The most popular ways of playing games in the USA are online, but in the UK the most popular way is on a games console. In the USA, consoles and mobile phones are less popular than in the UK. In the UK, people use online and mobile phone games less than in the USA. The most popular types of games in the USA are action games, but people prefer to play puzzle and quiz games in the UK. Games with lots of action attract American gamers while UK gamers like problem-solving games.

In groups design a video game. Decide on name type and story. Present your idea to the class.

- Explain the task and divide the class in groups.
- Give Ss time to complete the task and ask various Ss to present their group idea to the class.
- Alternatively, assign the task for HW and ask Ss to present their idea in the next lesson.

Background Information

The USA, or the United States of America, is a large country that takes up most of North America. It consists of 50 states and its capital is Washington, D.C.

The UK is located off the north-western coast of Europe. The country includes the island of Great Britain, the northeastern part of Ireland and many smaller islands. Its capital city is London. Britain has a temperate climate with lots of rain all year round. It has a population of about 55 million people and its currency is the sterling pound.

Fun Time 4

1 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

Z	G	P	L	E	L	O	T	F	R	I	D	G	E	U
E	T	P	W	C	A	M	D	E	G	F	R	S	K	Q
B	A	A	X	D	M	H	A	L	L	O	L	S	I	X
C	B	E	D	K	B	L	Z	I	D	E	S	K	T	W
O	L	F	P	I	L	T	O	W	J	E	R	Q	C	Z
O	E	Z	H	S	O	F	A	Y	P	T	D	E	H	D
K	K	I	K	A	T	T	I	C	G	A	R	D	E	N
E	A	Z	V	D	J	H	P	P	H	L	U	U	N	V
R	V	H	B	E	D	R	O	O	M	T	A	B	Y	Y
K	R	J	H	T	B	I	M	F	T	T	V	C	S	E

Rooms/Areas	Furniture	Appliances
hall garden bedroom kitchen attic	bed sofa table desk	fridge cooker TV

2 **Aim** To test knowledge learnt in the module

- Explain the task.
- Allow Ss time to read the sentences and decide whether each one is true, false or doesn't say.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly.
- Check Ss' answers.

Module 4

Answer Key

1 F 2 DS 3 T 4 F 5 F

3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions.
- Ss can swap quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Smart houses have mini computers in the walls of the house. (DS)
- 2 Smart houses can't tell how many people are in the house. (F)
- 3 People send 293 billion emails every day. (T)
- 4 Most teenagers do things electronically. (T)
- 5 Minecraft is a strategy game. (T)

4 To predict the content of a song; to listen for gist

- Explain the meanings of the words.
- Elicit what Ss think the song might be about.
- Play the recording. Ss listen and follow the song in their books to find out.

Answer Key

The singer will be happy if he/she hears from his/her online friend.

5 To personalise the topic

- Explain the task and give Ss time to think about their answers to the questions and write their sentences.
- Ask various Ss to read out their answers to the class.

Suggested Answer Key

I communicate with my friends in person and by using technology. I use my mobile phone to send and receive text messages and I use my computer to chat to my friends, play games with them and share pictures with them.

Revision & Evaluation 4

1 To consolidate vocabulary learnt in the module

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

Answer Key

- 1 garden, fence 4 living room, sofa
- 2 kitchen, cooker 5 house, windows
- 3 bathroom, washbasin

2 To consolidate vocabulary learnt in the module

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

Answer Key

- 1 connect 3 save 5 watch
- 2 click 4 update

3 To consolidate grammar learnt in the module

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

Answer Key

- 1 are going to break 4 will lend
- 2 leaves 5 isn't coming
- 3 will all students have

4 To consolidate grammar learnt in the module

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

Answer Key

- 1 don't need to 3 must 5 might
- 2 Can 4 shouldn't

5 To consolidate everyday English from the module

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

Answer Key

- 1 What are you doing, Ben?
- 2 Could you help me?
- 3 OK. Then what?
- 4 Then a window should pop up.
- 5 Is that all?

Monstertrackers! 2

The Lake Van Monster

1 To predict content; to listen and read for gist

- Ask Ss to look at the pictures and guess what the story is about.
- Play the recording. Ss listen and read the text to find out.

Answer Key

The Lake Van Monster.

2 To read for specific information

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

Answer Key

1 F 2 T 3 F 4 F

3 To present and practise new vocabulary

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

Answer Key

1 lake	4 dinosaur	7 lay eggs
2 spikes	5 camp	8 stretch
3 tail	6 videotape	9 scramble

4 To read for key information; to give the summary of a text

- Explain the task and give Ss time to complete it.
- Refer Ss to the text to help them complete the task.
- Check Ss' answers.
- Ask various Ss around the class to use the sentences to tell the summary of the text in front of the class.

Answer Key

- 1 Turkey
- 2 the Lake Van Monster, a cousin of the Loch Ness Monster
- 3 close to the shore
- 4 something really big
- 5 an egg
- 6 back to camp
- 7 broke the egg

Fact or Fiction

- The first sighting of the monster was in 1995. **Fact**
- Lake Van is a very salty lake. **Fact**
- Only one kind of fish can live in the lake. **Fact**
- Play the video for the Ss and elicit their comments at the end.

My progress

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

Entertainment & Mass Media

Topic

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

Module page

75

Lesson objectives: To get an overview of the module

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

5a Reading

76-77

Lesson objectives: To predict information, to listen and read for gist and specific information, to practise talking about types of media, to learn phrasal verbs with *keep*, to write an email about your future plans

Vocabulary: nouns (*research tool, purpose, abuse, benefit, obesity*); adjective (*valuable*); verbs (*drop, network*); types of media (*magazines, newspapers, the Internet, TV, films, books, radio, mobile media devices*)

5b Grammar

78-79

Lesson objectives: To learn and practise the first conditional (Type 1)

5c Skills

80-81

Lesson objectives: To talk about types of magazines, to predict information, to listen and read for gist, specific information and key information, to learn prepositional phrases, to listen for specific information, to write a letter thanking a friend

Vocabulary: types of magazines (*music, computer and technology, gaming, general-interest, science, automobile, sports, travel, gossip, architecture, fashion, comics, news, human-interest, fitness and health*); nouns (*issue, development*); adjectives (*breathtaking, jam-packed*); phrase (*waste of time*)

5d Grammar

82-83

Lesson objectives: To learn and practise time adverbs, time clauses and sequence of tenses in time clauses

5e Everyday English

84

Lesson objectives: To listen, read and act out a dialogue about choosing TV programmes

5f Across Cultures

85

Lesson objectives: To match music extracts to their origins, to predict information, to listen and read for gist and specific information, to present a traditional musical instrument

Vocabulary: nouns (*string, royal court, tube, mouthpiece, beggar*); adjective (*brass*); verb (*feature*)

Fun Time 5

86

Lesson objectives: To consolidate vocabulary attained throughout the module, to do a quiz, to write a quiz, to complete a song, to express an opinion

Revision & Evaluation 5

87

What's in this module?

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

Find the page numbers for

- Give Ss some time to look through the module and find the relevant page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a TV guide (p. 84)

Do you search your TV guide? What do you usually look for?

magazine covers (p. 80)

What magazines do you like reading? How often do you buy magazines?

musical instruments (p. 85)

Do you know how to play any musical instruments?

Which musical instrument is your favourite?

Vocabulary

- 1 a)  To present vocabulary for TV programmes & films

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

- b)  To practise vocabulary for TV programmes & films

- Direct Ss' attention to the pictures (1-6) and elicit which TV programmes & films matches each picture.
- Check Ss' answers.

Answer Key

1 Picture 1 shows an animated film.

2 Picture 2 shows a science-fiction/action film.

3 Picture 3 shows a game show.

4 Picture 4 shows the news & weather.

5 Picture 5 shows a fantasy film.

6 Picture 6 shows a sitcom.

- 2  To practise vocabulary for TV programmes & films expressing personal examples

- Explain the task. Ask two Ss to model the example.
- Ask Ss to discuss with their partner the TV programmes & films.

- Monitor the activity around the class.
- Ask various pairs to talk about the TV programmes & films in front of the class.

Suggested Answer Key

A: What do you think of **soap operas**?

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

A: I think **game shows** are **interesting**.

B: Me too.

A: What do you think of **dramas**?

B: I find them **boring**. I prefer **the news**.
What do you like watching?

A: I think **cartoons** are **amusing**.

B: Me too.

A: What do you think of **game shows**?

B: I think they're **terrible**. I prefer **nature programmes**.
What do you like watching?

A: I think **sitcoms** are **funny**.

B: Me too. etc

5a

- 1 a)  To introduce the topic

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

Suggested Answer Key

I usually spend about 3 hours a day online. I mostly use electronic media for entertainment, but I also sometimes use them for homework.

- b)  To predict the content of a text; to listen and read for gist

- Elicit what problems Ss think electronic media can cause.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

They can cause social problems, health problems and problems at school.

- 2  To read for specific information

- Explain the task.
- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Module 5

Answer Key

- 1 *Electronic media can cause a student's grades to drop.*
- 2 *Electronic media can make you waste valuable time which you can spend with your friends and family face to face.*
- 3 *Using electronic media for many hours can cause obesity.*

3 To read for specific information

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

Answer Key

A 2 B 5 C 4

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

4 To present and practise vocabulary for types of media

- Direct Ss' attention to the pictures (1-8) and elicit what Ss see in the pictures.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-------------------------------|
| 1 <i>films</i> | 5 <i>mobile media devices</i> |
| 2 <i>books</i> | 6 <i>newspapers</i> |
| 3 <i>TV</i> | 7 <i>radio</i> |
| 4 <i>the Internet</i> | 8 <i>magazines</i> |

5 To practise vocabulary for types of media using personal examples

- Explain the task. Ask two Ss to model the example.
- Ask Ss to discuss with their partner the types of media they prefer.
- Monitor the activity around the class.
- Ask various pairs to talk about the types of media they prefer in front of the class.

Suggested Answer Key

A: *Which types of media do you prefer?*

B: *I prefer **mobile media devices** and **the Internet**. How about you?*

A: *I prefer **books** and **films**.*

6 To present and practise phrasal verbs with *keep*

- Read the *Phrasal verbs* box.

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

Answer Key

1 *in* 2 *out* 3 *from* 4 *up with* 5 *on*

7 To write an email

- Explain the task and read the *Note* box.
- Give Ss time to write their emails and ask various Ss to read their texts to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Simon,

Hope you are OK. Thank you for the article you sent me. It really helped me a lot. Since I've read the article, I've decided to set a time limit and I've taken all sources of electronic media out of my bedroom. I've also stopped doing my homework in front of the TV and started to exercise for at least an hour every day.

Anyway, have to go now.

Write back,

Mihal

5b

1 To present the first conditional (Type 1)

- Go through the theory and the examples with the Ss.
- Explain any points Ss are unsure of and provide more examples if necessary.

2 To practise the first conditional (Type 1)

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

Answer Key

- | | |
|-----------------------------|---------------------------|
| 1 <i>help, 'll help</i> | 4 <i>'ll come, let</i> |
| 2 <i>will explain, ask</i> | 5 <i>see, 'll tell</i> |
| 3 <i>won't lend, aren't</i> | 6 <i>stays, 'll order</i> |

3 To practise the first conditional (Type 1)

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

Answer Key

- 2 *If you leave now, you'll be there on time.*
- 3 *If he goes to the supermarket, he'll get some milk.*
- 4 *If Natalie doesn't have the time, she won't visit her cousin.*
- 5 *If we don't do our homework, our teacher will be angry.*

4 **Aim** To practise *first conditional*

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

Answer Key

- 1 will watch 3 will stay 5 will feel
2 will open 4 won't go

5 **Aim** To practise *the first conditional*

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

Answer Key

- 2 If you don't water the plants, they will die. (picture D)
3 If you eat too much junk food, you'll gain weight. (picture E)
4 If Maria drinks milk, she'll get stomach ache. (picture B)
5 If you spend many hours in front of a screen, your eyes will get tired. (picture C)

6 **Aim** To practise *the first conditional*

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

Answer Key

- 2 ... calls, I'll call her.
3 ... don't eat healthily, you'll get health problems.
4 ... doesn't rain soon, rivers and lakes will dry up.
5 ... throw rubbish in the river, you'll make the river polluted

7 **Aim** To practise *the first conditional*

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

Answer Key

- 1 ... I'll feel tired in the morning.
2 ... he lies to me.
3 ... my eyes will hurt.
4 ... I'll make a sandwich.
5 ... 'I'll go to the beach.

8 **Aim** To practise *the first conditional*

- Explain the task.
- Ss continue the story.

(Ss' own answers)

5c

1 **Aim** To present and practise vocabulary for types of magazines

- Direct Ss' attention to the pictures (1-5) and explain/ elicit the meaning of any unknown words in the list.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 a fashion magazine 4 a sports magazine
2 a science magazine 5 a technology magazine
3 a music magazine

2 **Aim** To predict information; to listen and read for gist

- Ask Ss to read the title of the text and elicit various answers as to what types of magazines they think Victor reads.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

Victor reads sports or computer and technology magazines.

3 **Aim** To read for key information

- Explain the task.
- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 DS 2 T 3 T 4 F 5 T

4 **Aim** To read for key information

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

Answer Key

- 1 the cover 3 to gossip magazines
2 gossip magazines 4 is reading

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

Module 5

5 To learn and practise prepositional phrases

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

Answer Key

1 with 3 to 5 about
2 about 4 with

- Ask Ss to add these phrases to the **Prepositions** section in their notebooks and revise regularly.

6 To listen for specific information

- Explain the task and ask Ss to read the types of magazines (a-f).
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 c 2 a 3 d 4 b 5 f

7 To personalise the topic

- Explain the task and read out the example sentence.
- Ask Ss to work in pairs to complete the task.
- Monitor the activity around the class.
- Ask various pairs to talk in front of the rest of the class.

Suggested Answer Key

A: I like reading travel magazines because I find them interesting and educational.

B: I like reading sports magazines because I find them interesting.

8 To write a letter

- Explain the task and read the **Note** box.
- Give Ss to complete the task using the plan and the language in the **Note** box.
- Ask various Ss to read their letters in front of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Thomas,
Thank you so much for sending me all those magazines from your country. They were all great. I really liked the sports magazine and the science magazine you sent me. They were amazing. I learnt so much about some of the athletes in your country. I also loved the articles in the

science magazine. They were easy to understand and educational.

Again, thank you so much. I really appreciate your generosity.

Write back soon.

Timotei

5d

1 To present **time adverbs** and **time clauses**

- Go through the theory and the examples with the Ss.
- Explain any points Ss are unsure of and provide more examples if necessary.
- Read the **Note** box.

2 To practise **time adverbs** and **time clauses**

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

Answer Key

1 while 4 now 7 By the time
2 last year 5 Every time 8 later
3 before 6 after

3 To practise **time clauses**

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

Answer Key

1 Whenever 4 Once 7 Every time
2 before 5 as 8 as soon
3 just as 6 when

4 To present **sequence of tenses in time clauses**

- Go through the theory and the examples with the Ss.
- Explain any points Ss are unsure of and provide more examples if necessary.
- Read the **Note** box.

5 To practise **sequence of tenses in time clauses**

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

Answer Key

1 As Megan was clearing out the attic, she found some old comics.
2 When Kylie goes to the office, her secretary is already there.

- 3 *It's important that you go and see Mrs Gates **the moment** you **come** to the office.*
- 4 ***The first time** I watched a thriller, I **found** it a bit scary.*
- 5 *Henry always takes his laptop with him **when** he goes on holiday.*

6 **Aim** To practise *time clauses*

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

Answer Key

- | | | |
|---------------------|-----------------|----------------|
| 1 <i>until</i> | 3 <i>While</i> | 5 <i>After</i> |
| 2 <i>As soon as</i> | 4 <i>before</i> | |

7 **Aim** To practise *time adverbs/time conjunctions*

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

Answer Key

- 1 *Chris was sleeping when a loud noise from the kitchen woke him.*
- 2 *He waited until the noise stopped and then he headed for the kitchen.*
- 3 *When he walked into the kitchen, he saw the neighbour's cat on the kitchen table.*
- 4 *As soon as the cat saw him, it jumped out of the open window.*
- 5 *Before he returned to bed, Chris made sure he closed the kitchen window.*

Suggested Answer Key

Chris was sleeping when a loud noise from the kitchen woke him. He waited until the noise stopped and then he headed for the kitchen. When he walked into the kitchen, he saw the neighbour's cat on the kitchen table. As soon as the cat saw him, it jumped out of the open window. Before he returned to bed, Chris made sure he closed the kitchen window.

Imagine a character from a book appearing in today's world. Write a short story about him/her in your notebook. Include *time clauses*.

- Explain the task and ask Ss to brainstorm for ideas.
- Allow Ss some time to write their texts and ask various Ss to read their texts in front of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

(Ss' own answers)

Background Information

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

5e

1 **Aim** To present *situational language*

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

2 **Aim** To predict information; to listen and read for gist

- Ask Ss to look at the picture and guess what Steve and Anna will choose to watch.
- Elicit various answers from Ss around the class.
- Play the recording. Ss listen and follow the dialogue in their books to find out.

Answer Key

A fantasy series called 'Magic Forest'.

3 **Aim** To read out a dialogue

- Read the **Note** box.
- Play the recording again for the Ss.
- Then, ask Ss to take roles and read out the dialogue.
- Check Ss' pronunciation and intonation.

4 **Aim** To act out a dialogue

- Explain the task. Then, ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model. Encourage Ss to use phrases from Ex. 1
- Ss complete the task in closed pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Module 5

Student A	Student B
..., there's a ... on TV. Do you want to watch it? (Address B, tell him/her what's on TV and ask if he/she wants to watch it.)	Not really. ... are boring. What else is on? (Respond negatively. Justify your opinion. Request an alternative option.)
Well, there's a ... on called ... (Suggest.)	I don't mind. What channel is it on? (Give a neutral response and ask what channel it is on.)
Channel ... (Respond.)	What time is it on? (Ask what time it is on.)
At ... (Respond.)	Let's watch that. There's a ... after that. (Agree to watch that. Suggest what to watch next.)
Oh no, not that. I just hate ... (Give a negative response.)	

Suggested Answer Key

- A: Jane, there's a sitcom on TV. Do you want to watch it?
 B: Not really. Sitcoms are silly. What else is on?
 A: Well, there's a cookery programme on called 'Cook about!'
 B: I don't mind. What channel is it on?
 A: Channel 3.
 B: What time is it on?
 A: 6:00 pm.
 B: Let's watch that. The news is after that.
 A: Oh no, not that. I just hate the news.

Create your own TV guide. Think about: name of channel, type of TV programmes, times. Present it to the class.

- Explain the task and ask Ss to brainstorm for ideas. Ask Ss to write down their ideas under the headings provided in the rubric.
- Allow Ss some time to create their own TV guides.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

(Ss' own answers)

5f

1 **Aim** To introduce the topic; to match music extracts to their origin

- Play the recording. Ss listen and number the ethnic music extracts in the order they hear them.
- Check Ss' answers.

Answer Key

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

2 a) **Aim** To brainstorm for vocabulary

- Explain the task and elicit what the headings mean.
- Brainstorm with the class as many musical instruments as you can think of and write them under the headings. Ss copy the lists in their notebooks.

Suggested Answer Key

wind	string	percussion
trumpet	violin	piano
trombone	cello	drums
recorder	viola	cymbals tambourine
oboe	double bass guitar	bells
clarinet		triangle
bassoon		

b) **Aim** To predict the content of a text; to listen and read for gist

- Direct Ss' attention to the pictures and elicit Ss' guesses in answer to the questions in the rubric.
- Give Ss time to look up the meaning of the words in the **Check these words** box.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

The tin whistle is a wind instrument and the sitar is a string instrument. The tin whistle is from Ireland and the sitar is from South Asia. People still play them nowadays.

3 **Aim** **THINK!** To consolidate information from a text

- Explain the task and ask Ss to work in pairs.
- Elicit a variety of answers from various pairs around the class and then choose two Ss to describe the two instruments.

Suggested Answer Key

- 1 The tin whistle is a wind instrument from Ireland.
- 2 The sitar is a string instrument from South Asia.
- 3 The theme tune from the film Titanic had a tin whistle in it.
- 4 George Harrison from 'The Beatles' played a sitar.

A tin whistle is a wind instrument that looks like a small flute. It is made from brass with a plastic mouthpiece.

A sitar is a string instrument that has got an oval body and a long neck with metal strings.

4 ICT To research and present a traditional musical instrument

- Explain the task and ask Ss to look up information on the Internet, in encyclopaedias or other reference books about a musical instrument from your country.
- Ask various Ss to present their musical instrument to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Name: Cobză

Type: traditional Romanian string instrument

Description: oval body with a short neck and usually 5 strings play it with the fingers, like a guitar

Other facts: dates from around the 16th century, often played in folk songs

The Cobză

The cobză is a traditional Romanian string instrument. It has got an oval body and a short neck. It usually has 5 strings. It is played with the fingers, like a guitar. It dates from around the 16th century. It is often played in folk songs.

Which musical instrument(s) would you like to play?

Why? Tell your partner.

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class and then ask various pairs to talk in front of the class.

Suggested Answer Key

A: I would like to play the piano because I like how it sounds and I think it would be a good skill to have.

B: I'd like to play the guitar and then one day I can be in a rock band.

Background Information

The Beatles included: John Lenon, Paul McCartney, George Harrison and Ringo Starr. *The Beatles* were one of the most successful bands in the history of pop music, selling over one billion records around the world.

George Harrison was a guitarist, singer-songwriter and film producer. He was a member of *The Beatles*. He died in 2001.

Titanic is a film directed, written and co-produced by James Cameron. It is about the sinking of the passenger liner RMS Titanic during her maiden voyage in 1912. Over 1,500 people died.

Fun Time 5

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | |
|------------------------|----------------|
| 1 mobile media devices | 4 the Internet |
| 2 radio | 5 magazines |
| 3 films | |

2 To test knowledge learnt in the module

- Explain the task.
- Allow Ss time to read the sentences and decide whether each one is true, false or doesn't say.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly.
- Check Ss' answers.

Answer Key

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

3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions.
- Ss can swap quizzes with another pair and do it and then report back to the class.

Module 5

Suggested Answer Key

- 1 'Toy Story 4' is a documentary. (F)
- 2 When you do your homework in front of a screen, you will make mistakes. (DS)
- 3 'PC World' is a computer magazine. (T)
- 4 The tin whistle is a string instrument. (F)
- 5 The sitar has metal strings. (T)

4 To complete a song

- Explain the task and give Ss time to complete it.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | |
|---------|----------|-------|
| 1 news | 4 change | 7 sad |
| 2 blues | 5 change | 8 mad |
| 3 pain | 6 bad | |

5 To personalise the topic

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

Suggested Answer Key

I watch the news on TV because I don't buy a newspaper.

6 To express an opinion

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

(Ss' own answers)

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

Revision & Evaluation 5

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | |
|-------------------|-----------------|
| 1 science fiction | 4 animated film |
| 2 chat show | 5 soap opera |
| 3 documentary | |

2 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|-------------|-------------|---------|
| 1 Internet | 3 film | 5 radio |
| 2 newspaper | 4 magazines | |

3 To consolidate grammar learnt in the module

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

Answer Key

- | | | |
|-------------|-------------|--------------|
| 1 will gain | 5 will turn | 9 won't come |
| 2 will make | 6 leave | 10 won't go |
| 3 am | 7 has | |
| 4 will go | 8 will make | |

4 To consolidate grammar learnt in the module

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

Answer Key

- | | | |
|--------------|-------------|---------|
| 1 as soon as | 3 will help | 5 until |
| 2 comes | 4 leave | |

5 To consolidate everyday English learnt in the module

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

Answer Key

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

My progress

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

Round We Go!

Topic

In this module Ss will explore the topics of tourist attractions, environmental problems and holiday activities.

Module page

89

Lesson objectives: To get an overview of the module

Vocabulary: going out (*castle, art gallery, shopping centre, public gardens, aquarium, museum, historic site, amusement park*)

6a Reading

90-91

Lesson objectives: To predict information, to listen and read for gist and specific information, to talk about environmental problems and solutions, to learn prepositional phrases, to give a speech about Stonehenge, to write about a monument that's in danger

Vocabulary: nouns (*global warming, authority, sandstone, conservationist*); environmental problems (*wasting energy, animals facing extinction, deforestation, polluted beaches, air pollution in cities*); solutions (*plant trees, clean up beaches, protect endangered species, use public transport, turn off power when not in use*)

6b Grammar

92-93

Lesson objectives: To learn and practise the comparative and the superlative form

6c Skills

94-95

Lesson objectives: To talk about holiday activities, to predict information, to listen and read for gist and key information, to learn phrasal verbs with *get*, to talk about holiday plans, to listen for key information, to create a brochure

Vocabulary: holiday activities (*take photos, see ancient ruins, buy handmade souvenirs, visit a market, try traditional dishes, go sightseeing*); nouns (*heritage, bite, mood, ceramics, handmade craft, folk, budget*); verb (*suit*); adjectives (*medieval, narrow, various, unique, enchanting*)

6d Grammar

96-97

Lesson objectives: To revise tenses

6e Everyday English

98

Lesson objectives: To listen, read and act out a dialogue and about travelling by plane, to learn pronunciation /h/ pronounced or silent

6f Across Cultures

99

Lesson objectives: To predict content, to listen and read for gist and key information, to write a text about a monument
Vocabulary: nouns (*freedom, crown, admission, exhibit, parliament, nobility*); adjective (*must-see*); verbs (*represent, found, donate*); phrasal verb (*come about*)

Fun Time 6

100

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

Revision & Evaluation 6

101

Monstertrackers! 3

102-103

Module 6

What's in this module?

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

Find the page numbers for

- Give the Ss some time to look through the module and find the relevant page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a statue (p.89,99,100)

Where can we see statues? What are some famous statues?

a timetable (p.98)

What do you need timetables for? Where can you see timetables?

a castle (p.89)

Who lived in castles? Do you know any famous castles?

Vocabulary

1 a) To present and practise vocabulary for going out

- 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 give Ss time to complete it.
- Check Ss' answers.

Answer Key

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

b) To practise vocabulary for tourist attractions

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

Answer Key

You can see paintings and sculptures in an art gallery.

You can go shopping in a shopping centre.

You can admire beautiful plants and trees in public gardens.

You can see fish and aquatic animals in an aquarium.

You can see statues, works of art and historical items in a museum.

You can admire ancient ruins and temples at a historic site.

You can go on rides at an amusement park.

2 To act out a dialogue

- Explain the task. Ask Ss to work in pairs.
- Tell Ss they can use vocabulary from Ex. 1.
- Monitor the activity around the class.
- Ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: What are you planning to do this summer?

B: We're going to travel to London.

A: Really? What are you going to do there?

B: I'm going to see paintings and sculptures.

A: Are you going to visit the Tate Modern?

B: Definitely. I'm also going to admire beautiful plants and trees at Richmond Park.

A: That sounds great. Have fun!

6a

1 a) To introduce the topic

- Elicit any monuments you know of that are threatened by pollution.
- Ask various Ss around the class.

Suggested Answer Key

The Taj Mahal is a famous monument in India. Thousands of tourists visit it every year. Unfortunately, the air pollution in India is very high. It is changing the colour of the Taj Mahal from white to brown.

b) To predict information; to listen and read for gist

- Direct Ss' attention to the pictures and elicit questions about these places from the class.
- Play the recording. Ss listen and follow the text in their books to find out if they can answer their questions.

Suggested Answer Key

- 1 How old are these monuments?
(Stonehenge is 5,000 years old. The Temples of Angkor Wat are from the early 12th century.)
- 2 How many people visit them each year?
(800,000 people visit Stonehenge. 600,000 visit the Temples of Angkor Wat.)
- 3 Why are they in danger?
(Stonehenge is in danger from visitors and traffic pollution. The Temples of Angkor Wat are in danger from wet weather, plants, trees, and tourists.)

2 To read for specific information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 F 2 DS 3 F 4 F 5 T

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

3 To present and practise vocabulary for environmental problems

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

Answer Key

1 E 2 C 3 A 4 B 5 D

Cleaning up beaches will help solve the problem of polluted beaches.

Protecting endangered species will help solve the problem of animals facing extinction.

Using public transport will help solve the problem of air pollution in cities.

Turning off the power on electrical items when they are not in use will help solve the problem of wasting energy.

4 To learn and practise prepositional phrases

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

Answer Key

1 at 2 on 3 in 4 for

- Ask Ss to add these phrases to the **Prepositions** section in their notebook, and revise regularly, and learn words with prepositions together.

5 To give a speech about Stonehenge and the problems it faces

- Explain the task and give Ss two minutes to formulate their answers.
- Ask some Ss to tell the class about Stonehenge and its problems.

Suggested Answer Key

Stonehenge is a 5,000-year-old monument full of mystery and beauty. Unfortunately, visitors have damaged it over the years. Today, it faces problems because of traffic pollution. Please help in our campaign to move busy roads away from the site to help it survive for another 5,000 years.

6 To write about a monument in danger

- Ask Ss to work in groups and look up information on the Internet, using the key phrase given in the search bar, or in encyclopaedias or in other reference books.
- Allow Ss time to complete the task and ask various Ss to read their answers to the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Colosseum is in Rome. Thousands of people visit it every year. Unfortunately, it is at risk because of damage from pollution, tourism and climate change. The Colosseum has survived earthquakes, and fire in the past, but now salt crystals and erosion threaten it. Authorities are going to try and save the Colosseum.

Background Information

Wiltshire is a country in the south west of England. It is famous as the location of the Stonehenge stone circle.

Cambodia is a country in south east Asia. Its capital city is Phnom Penh. It borders Laos, Thailand and Vietnam.

6b

1 To present the comparative form

- Ss' books closed.
- Present the **comparative**. Say, then write on the board: *Sibiu is smaller than Bucharest*. Then underline **smaller than** and say that this is the **comparative** form of the **adjective**. Explain that we use the **comparative** form of the **adjective** when we want to compare two **nouns**. Explain that we form the **comparative** with **adjective + -er + than**.
- Say, then write on the board: *The Danube River is wider than the Mureş River*. Explain that when the **adjective** already ends with the letter 'e', we just add 'r'.

Module 6

- Say, then write on the board, *Bucharest is bigger than Sibiu*. Explain that when the *adjective* ends with a single vowel then a consonant, we double the consonant before we add '-er'.
- Say, then write on the board, *Bucharest is noisier than Sibiu*. Explain that when the *adjective* ends with a 'y', we remove the 'y' and add '-ier'.
- Say, then write on the board, *New York is more famous than Bucharest*. Explain that when an *adjective* has two or more syllables, we usually form the *comparative* with **more** + *adjective* + **than**.
- Say, then write on the board: *New York is farther than Bucharest*. Explain that some *adjectives* have irregular forms which do not have a rule. Explain that Ss must memorise the most common irregular *adjectives*.
- Ss' books open.
- Ask Ss to read the theory and the second **Note** box.

2 To practise the comparative form

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

Answer Key

- 1 more endangered 3 more entertaining 5 better
2 warmer 4 as big

3 To practise the comparative form

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

Answer key

- 2 as 3 as 4 much 5 as

4 To practise the comparative form

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

Answer key

- 2 as, expensive 4 bigger, than
3 much, more popular 5 much, cheaper

5 To present the superlative form

- Ss' books closed.
- Present superlative. Say, then write on the board: *Băile Tuşnad is the smallest city in Romania*. Then

underline **the smallest** and say that this is the *comparative* form of the *adjective*. Explain that we use the *superlative* form of the *adjective* when we want to say something has the highest degree of a quality. Explain that we form the *superlative* with **the** + *adjective* + **-est**.

- Say, then write on the board: *The Danube River is the widest river in Romania*. Explain that when the *adjective* already ends with the letter 'e', we just add '-st'.
- Say, then write on the board, *Bucharest is the biggest city in Romania*. Explain that when the *adjective* ends with a single vowel then a consonant, we double the consonant before we add '-est'.
- Say, then write on the board, *Bucharest is the noisiest city in Romania*. Explain that when the *adjective* ends with a 'y', we remove the 'y' and add '-iest'.
- Say, then write on the board, *New York is the most famous city*. Explain that when an *adjective* has two or more syllables, we usually form the *superlative* with **the most** + *adjective*.
- Say, then write on the board: *Bucharest is the best city*. Explain that some *adjectives* have irregular forms which do not have a rule. Explain that Ss must memorise the most common *irregular adjectives*.
- Ss' books open.
- Ask Ss to read the theory and the **Note** box.

6 To practise the superlative form

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

Answer Key

- 1 the highest 4 the happiest
2 the fastest 5 The hottest
3 the most famous 6 the worst

7 To practise the comparative and superlative form

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

Answer Key

- 1 best 5 more
2 the most beautiful 6 the richest
3 the most famous 7 the nicest
4 bigger

Make comparisons with your partner, as in the example.

- Explain the task and ask two Ss to read out the example.
- Ss work in pairs to make *comparative* and *superlative* sentences with the nouns and *adjectives*.
- Ss complete the task in closed pairs.
- Monitor the activity around the class.
- Ask various pairs to share their answers with the rest of the class.

Suggested Answer Key

- 2 A: Cars are **fast**.
B: Yes, but trains are **faster** than cars.
A: Planes are **the fastest** of all.
- 3 A: Finland is **cold**.
B: Yes, but Greenland is **colder** than Finland.
A: Antarctica is **the coldest** of all.
- 4 A: The United Kingdom is **expensive**.
B: Yes, but Norway is **more expensive** than the United Kingdom.
A: Japan is **the most expensive** of all.

6c

1 **Aim** To present and practise vocabulary for holiday activities

- Explain the task and give Ss time to complete it.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | |
|--------|---------|-------|
| 1 take | 3 buy | 5 try |
| 2 see | 4 visit | 6 go |

2 **Aim** To predict information; to listen and read for gist

- Direct Ss' attention to the pictures and the title of the text.
- Explain the task and give Ss time to complete it.
- Ask various Ss to read their sentences to the rest of the class.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think you can see the Clock Tower and you can visit Vlad Dracul's house. I believe you can also see the Church on the Hill and visit Citadel Square.

3 **Aim** To read for key information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- train, bus or car
- Vlad Dracul's House, Citadel Square, the Clock Tower, the Scholar's Stairs and the Church on the Hill
- little shops
- bed and breakfasts

4 **Aim** To learn and practise *phrasal verbs* with *get*

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

Answer Key

- | | | |
|----------|------------|----------|
| 1 out | 3 up | 5 across |
| 2 around | 4 together | |

5 **Aim** **THINK!** To talk about holiday plans

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask various Ss to tell the class what they are planning to do in Sighisoara this summer.

Suggested Answer Key

This summer, I'm going to Sighisoara. While I'm there, I'm going to visit Vlad Dracul's House, Citadel Square, the Clock Tower, the Scholar's Stairs, and the Church on the Hill. I am going to buy some souvenirs and handmade crafts in the little shops, and I am going to try traditional Romanian dishes.

6 **Aim** To listen for key information

- Explain the task.
- Play the recording for Ss to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-------|---------------|---------|
| 1 64 | 3 museums | 5 shoes |
| 2 bus | 4 traditional | 6 needs |

Module 6

7 To create a brochure

- Explain the task.
- Give Ss time to create the brochure about Colmar. Explain to Ss that they can use their answers from Ex. 6 and the text from Ex. 2 as a model.
- Ask various Ss to read their texts to the rest of class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Colmar is a small town in Alsace, France. It's about 64km away from Strasbourg which makes it easy to get there by train, bus or car. Once you are there, the best way to get around is on foot. While you're there, you can visit Little Venice, the beautiful landmarks, the museums and the library. If you get hungry, make sure you try traditional Alsatian food: it's delicious. If you're in the mood to shop, you can buy clothes, shoes and souvenirs at a good price. Although Colmar is a small town, it still has all types of accommodation to suit your needs.

In groups prepare a poster showing tourists places they should visit in your country. Show the class and explain what people can do/see there.

- Explain the task and divide the class into groups.
- Allow Ss time to research and prepare their posters.
- Ask various Ss to present their posters to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Romania is full of beautiful, old cities, wonderful nature and exciting activities. Here are some of the top tourist destinations.

Cluj-Napoca

Located in the north-west of Romania, Cluj-Napoca is one of the most interesting places to visit. You can go sightseeing around the historic centre and climb to the top of Fortress Hill.

Bucharest

People often call Bucharest "Little Paris". It even has its own Arc de Triomphe. Go sightseeing to find beautiful buildings and peaceful gardens like the Cişmigi Garden. Don't leave without trying the traditional dish of sarmale – cabbage rolls filled with meat. They're really delicious!

Brasov

You can't visit Brasov without seeing the famous Black Church. It is over 600 years old and can fit more than 5,000 people inside it. Visit Brasov in the winter for the Christmas market and buy handmade souvenirs for your family and friends.

6d

1 To revise the *present simple* and *present continuous*

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

Answer Key

- | | | |
|------------------|-----------------|----------------|
| 1 do you start | 3 tidies | 5 doesn't want |
| 2 aren't playing | 4 are you doing | 6 am visiting |

2 To revise the *past simple* and *past continuous*

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

Answer Key

- | | |
|-----------------------------|------------------------|
| 1 was drinking, was reading | 4 twisted, was jogging |
| 2 was cooking, burnt | 5 went |
| 3 got up, had, made | 6 was travelling |

3 To revise the *present perfect* and *present perfect continuous*

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

Answer Key

- | | |
|----------------------|----------------------|
| 1 hasn't finished | 4 has been doing |
| 2 have been waiting | 5 have known |
| 3 Have you ever been | 6 have been watching |

4 To revise the *future tenses*

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

Answer Key

- | | | |
|--------------------|-------------|-------------|
| 1 is going to rain | 3 will take | 5 leaves |
| 2 are meeting | 4 won't let | 6 will open |

5 To revise the *past simple* and *present perfect*

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

Answer Key

- | |
|---------------------------|
| 1 A Have you ever visited |
| B went, was |
| 2 A Did your family watch |
| B have already seen |
| 3 A slept |
| B have never stayed |
| 4 A hiked |
| B haven't heard |

5 A Have you explored
B arrived

6 A Did Tom learn
B hasn't stopped

6 **Aim** To revise the present perfect continuous and present continuous

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

Answer Key

1 Are you enjoying	6 have been walking
2 am visiting	7 have been taking
3 are staying	8 has been shopping
4 am exploring	9 has been spending
5 have been watching	10 are planning

6e

1 **Aim** To present situational language

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

2 **Aim** To predict information; to listen and read for gist

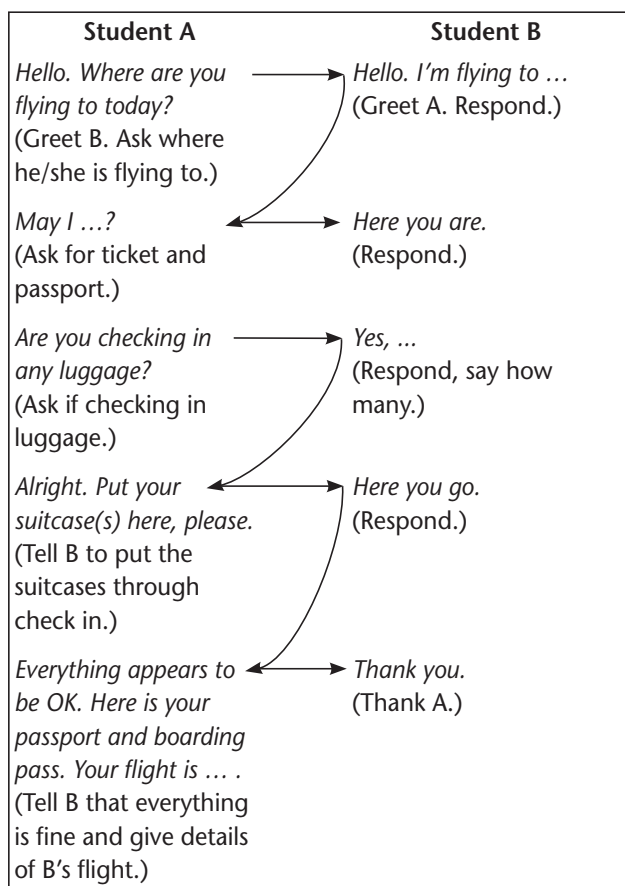
- Direct Ss' attention to the phrases in Ex. 1. Ss guess where the dialogue takes place and where Susan is going.
- Play the recording. Ss listen and follow the dialogue in their books to find out.

Suggested Answer Key

I think the dialogue takes place in an airport. Susan is going to Bucharest.

3 **Aim** To act out a dialogue

- Explain the task. Then, ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model. Encourage Ss to use phrases from Ex. 1
- Ss complete the task in closed pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.



Suggested Answer Key

A: Hello. Where are you flying to today?
B: Hello. I'm flying to Rome, Italy at 12:55.
A: May I have your ticket and passport?
B: Here you are.
A: Are you checking in any luggage?
B: Yes, one suitcase.
A: Alright. Put your suitcase here, please.
B: Here you go.
A: Everything appears to be fine. Here is your passport and boarding pass. Your flight is CL903, it departs from Gate A27 and boarding is at 11:55. Enjoy your flight.
B: Thank you.

4 **Aim** To present and practise pronunciation /h/ pronounced or silent

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

Answer Key

hour, rhyme, while, school

Module 6

- Play the recording again. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

6f

1 To predict information; to listen and read for gist

- Direct Ss' attention to the pictures and the headings of the texts. Ask various Ss around the class to describe them. Ask them what they think they can do at these places and elicit answers from around the class.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think you can climb up the Statue of Liberty. I think you can see museum pieces at the British Museum.

2 To read for key information

- Explain the task.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 metres 3 354 5 2 million
2 tourists/visitors 4 over 8 million

3 To express preference

- Explain the task and ask Ss to work in pairs.
- Monitor the activity around the class.
- Ask various Ss to express their preference to the rest of the class.

Suggested Answer Key

I would like to visit the Statue of Liberty because I would like to see the view of New York City./I would like to visit the British Museum because I like history.

4 To write about a monument in your country

- Explain the task and ask Ss to use the Internet, encyclopaedias or other reference resources to look up information about a monument in their country.
- Give Ss time to do their research and write about the monument they found and ask various Ss to read their texts to the class.

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

Suggested Answer Key

The Arcul de Triumf is a monument in Bucharest. It has a height of 27 metres. It also has sculptures on it. People first built the monument in 1878, then they rebuilt it in 1922 and in 1936. Petre Antonescu designed it and Ion Jalea and Dimitrie Paciurea created the sculptures. There is a military parade under it every year on 1st December. Today, the monument is a famous tourist attraction, and many people visit it every year.

Fun Time 6

1 To consolidate vocabulary learnt in the module

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

Answer Key

1 castle 4 amusement park
2 museum 5 shopping centre
3 aquarium 6 art gallery

2 To test knowledge learnt in this module

- Explain the task.
- Allow Ss time to read the sentences and decide whether each one is true, false or doesn't say.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly.
- Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 DS 5 T

3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions.
- Ss can swap their quizzes with another pair and do it and report back to the class.

Suggested Answer Key

1 Angkor Wat dates from the 12th century. (T)
2 Stonehenge is in Cambodia. (F)
3 Sighisoara became a World Heritage Site in 1999. (T)
4 You can fly to Sighisoara. (DS)
5 The Statue of Liberty is over 120 years old. (T)

Module 6

- 4 **Aim** To predict the content of a song; to listen and read for gist
- Go through the list of phrases. Explain their meaning.
 - Elicit what Ss think the song might be about.
 - Play the recording. Ss listen and follow the song in their books to find out.

Suggested Answer Key

The song is about things one can do on holiday.

- 5 **Aim** To read for specific information
- Explain the task and give Ss time to complete it.
 - Check Ss' answers.

Answer Key

Countries: Italy, the UK, India, the USA, Mexico, Peru, Australia, Russia

Souvenirs: a stuffed toy, a mug

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

Revision & Evaluation 6

- 1 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

1 amusement 3 ancient 5 handmade
2 traditional 4 public

- 2 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

1 extinction 3 deforestation 5 endangered
2 pollute 4 transport

- 3 **Aim** To consolidate grammar learnt in the module

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

Answer Key

1 larger 4 cheaper
2 the smallest 5 better
3 the most famous

- 4 **Aim** To consolidate grammar learnt in the module

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

Answer Key

1 were waiting 4 gone
2 are going 5 has been living
3 ends

- 5 **Aim** To consolidate everyday English from the module

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

Answer Key

1 c 2 e 3 d 4 b 5 a

Monstertrackers! 3

The Yeti

- 1 **Aim** To predict content; to listen and read for gist

- Ask Ss to look at the pictures and guess what the story is about.
- Play the recording. Ss listen and follow the text to find out.

Answer Key

The Yeti.

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

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

Answer Key

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

- 3 **Aim** To present and practise new vocabulary

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

Answer Key

1 mountains 3 view
2 faint 4 nature

Module 6

4 To read for key information; to tell the summary of a text

- Explain the task and give Ss time to complete it.
- Refer Ss to the text to help them complete the task.
- Check Ss' answers.
- Ask various Ss around the class to use the sentences to tell the summary of the text in front of the class.

Answer Key

- 1 *Bhutan*
- 2 *the Yeti*
- 3 *a huge gorilla*
- 4 *the mountains*
- 5 *climb anymore...sat down to rest*
- 6 *the Yeti came*
- 7 *ran away*

Fact or Fiction

- In Tibetan the word Yeti means 'magical creature'.
Fiction
- Sir Edmund Hillary and his guide, Tenzing Norgay, found giant footprints on their record breaking climb to the top of Mount Everest. **Fact**
- Play the video for the Ss and elicit their comments at the end.

My progress

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

Christmas (p. 105)

- 1 **Aim** To listen and read for specific information
- Explain the task and give Ss time to read the texts and then read the statements and mark them according to what they read.
 - Play the recording. Ss listen and follow the texts to find out.
 - Check Ss' answers.

Answer Key

Text A 1 F 2 T
Text B 1 DS 2 F

- 2 **Aim** **THINK!** To talk about Christmas in Romania compared to different countries

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

Suggested Answer Key

There is a Christmas tree in every home, just like in the USA. However, Christmas celebrations in Romania are more similar to Croatia. Christmas Eve is an important day for festivities. Children and older people sing Christmas carols on Christmas Day. They also have a big meal of pig and stuffed cabbage called sarmale. Romanians also bake a traditional sweet bread called cozonac.

- 3 **Aim** To discuss and present ideas for a Christmas bazaar

- Explain the task and give Ss time to discuss their ideas in small groups.
- Then ask various groups to present their ideas to the class.

Suggested Answer Key

We will have our Christmas Bazaar in the main hall in the school. We will sell traditional Christmas food and sweets such as cozonac. We will have children singing traditional Christmas songs and we can put on a Christmas play, too. It will be a lot of fun.

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

New Year around the world (p. 106)

- 1 **Aim** To listen and read for key information

- Explain the task and give Ss time to read the sentences (1-7) and then read the texts and match the sentences to the texts.
- Play the recording. Ss listen and follow the texts to find out.
- Check Ss' answers.

Answer Key

1 A 3 A 5 B 7 B
2 B 4 B 6 A

- 2 **Aim** To write about New Year celebrations in Romania

- Explain the task and give Ss time to write a short paragraph about New Year celebrations in Romania.
- Ask some Ss to read out their paragraph to the class.

Suggested Answer Key

New Year celebrations in Romania are about spending time with close friends and family members at home. People let off fireworks at midnight and dance. They wear red for good luck on January 1st. However, they don't clean their houses like many other countries because they believe it will bring bad luck.

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

Easter (p. 107)

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

- Explain the task and give Ss time to read the texts and mark the statements according to what they read.
- Play the recording. Ss listen and follow the texts to find out.
- Check Ss' answers.

Answer Key

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

Festivities

2 To talk about Easter celebrations in Romania

Ask various Ss to tell the class about Easter traditions in Romania.

Suggested Answer Key

In Romania Easter is one of the most important celebrations. During Holy Week, people paint Easter eggs usually red with various motifs and patterns on them. On Easter Saturday, at midnight people go to church and light their candles with the holy fire which they bring into their homes for good luck. On Easter Sunday, families get together, prepare a traditional meal with roast lamb and Easter cakes called pasca. Then they spend the rest of the day together.

3 To prepare a video

- Give Ss time to prepare their video using their answers from Ex. 2.
- Ask Ss to upload it to the school website and then watch some of the videos in the next lesson.

(Ss' own answers)

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

The Time Machine Key

(p. 108)

- 1 1 Bromley, Kent
- 2 when he was seven years old
- 3 fourteen
- 4 Royal College of Science in London
- 5 Amy Catherine Robbins
- 6 two
- 7 13th August, 1946
- 8 science-fiction stories – The Time Machine, The War of the Worlds, The Invisible Man
- 9 He is remembered as one of the best science-fiction writers of all time.
- 10 The Time Machine is about a Time Traveller and his journeys through time in his Time Machine.

(p. 113)

- 1 1 Hillyer is the narrator. He is the Time Traveller's friend.
- 2 The Time Machine has two levers. One makes it go forward in time and the other makes it go backwards in time.
- 3 He said that travelling through time gave him a horrible feeling. He felt as though he was falling.
- 4 The first creatures he met were the Eloi. They were thin, wore purple clothes, but no shoes.
- 5 Weena is an Eloi woman. She was about to fall into some water and the Time Traveller saves her.
- 6 The Morlocks live underground. They were like white apes with strange greyish-red eyes.
- 7 The Morlocks are afraid of light. They come to the surface at night to hunt Eloi.
- 8 Weena placed flowers in his pocket.
- 9 He managed to run away from them.
- 10 He hasn't seen him for 3 years.

2 Suggested Answer

I don't think the world could ever be perfect as long as there are humans in it.

Humans always want more and more and will do anything to get it.

A perfect world would have some humans but not too many. There would be lots of forests and clean rivers and lakes. There wouldn't be any technology.

3 Suggested Answer

I think the world will be a better place. Scientists will have found cures for diseases and there will be less pollution because there will be better forms of energy. People will be better educated and there will be no poverty. If everybody has enough to eat and a proper place to sleep, there will be no more wars and every one will get along.

- 4 a) 7 The Time Traveller went underground.
- 3 The Eloi invited the Time Traveller to eat with them.
- 2 The Time Traveller landed near a statue in a garden.
- 9 The Time Traveller went inside the base of the statue.
- 4 The Time Traveller saved an Eloi called Weena from a river.
- 1 The Time Traveller started to travel through time.
- 10 The Time Traveller returned to his laboratory.
- 5 The Time Traveller became friends with Weena.
- 8 The Morlocks followed the Time Traveller and Weena.
- 6 The Time Traveller saw a Morlock.

b) (Ss' own answers)

5 Suggested Answer

I think the Time Traveller returned to the land of the Eloi to save Weena.

I returned to the land of the Eloi. After several days, I found Weena hiding in the forest. I told her that her life would always be unhappy because of the Morlocks. I persuaded her to get into my Time Machine. We went back in time. When we stopped, we were in a land of great beauty. There were very few humans and they were all helping each other. I knew that Weena and I would be very happy here.

6 (Ss' own answers)

Evaluation Key

Evaluation (Modules 1-2)

Vocabulary

- | | | | |
|---|-------------|-------------|------------|
| 1 | 1 eats | 3 listens | 5 watching |
| | 2 gets | 4 goes | |
| 2 | 1 Gen | 3 computer | 5 baby |
| | 2 butterfly | 4 amusement | 6 hustle |
| 3 | 1 d 2 f | 3 c 4 a | 5 b 6 e |
| 4 | 1 eye | 3 legs | 5 wings |
| | 2 claws | 4 tail | |
| 5 | 1 up | 3 along | 5 down |
| | 2 out | 4 into | |

Grammar

- | | | |
|---|--------------------------------|----------------------------|
| 6 | 1 am writing | 9 are wearing |
| | 2 am | 10 are dancing |
| | 3 are having | 11 isn't joining |
| | 4 takes place | 12 is resting |
| | 5 lasts | 13 wants |
| | 6 starts | 14 are also attending |
| | 7 makes | 15 Are you visiting |
| | 8 are waiting | |
| 7 | 1 didn't see | 5 played, ate |
| | 2 was walking | 6 did you meet |
| | 3 was working | 7 Was Max preparing |
| | 4 were working, were listening | 8 Were you reading, called |
| | | 9 was doing |
| 8 | 1 hasn't been feeling | |
| | 2 have lived/have been living | |
| | 3 have you been studying | |
| | 4 have already eaten | |
| | 5 Have you ever seen | |
| | 6 has gone | |
| 9 | 1 visited | 5 has been studying |
| | 2 has gone | 6 hasn't slept yet |
| | 3 for | 7 never |
| | 4 is feeling | 8 met |

Everyday English

- 10 1 d 2 e 3 a 4 c 5 b

Evaluation (Modules 3-4)

Vocabulary

- | | | | |
|---|--|-------------|------------|
| 1 | 1 cereal | 3 veggies | 5 pancakes |
| | 2 chips | 4 salad | 6 rice |
| 2 | 1 bandage | 3 clean | 5 cast |
| | 2 pull | 4 sprained | |
| 3 | Bedroom: pillow, wardrobe, bed | | |
| | Kitchen: fridge, cooker, dishwasher | | |
| | Bathroom: washbasin, bath, toilet | | |
| | Living room: TV, sofa, armchair | | |
| 4 | 1 print | 3 save | 5 scan |
| | 2 update | 4 connect | |
| 5 | 1 back | 3 away | 5 up |
| | 2 across | 4 down with | |

Grammar

- | | | | |
|---|---|-----------------------|----------|
| 6 | 1 many | 3 much, loaves | 5 little |
| | 2 a few | 4 no, some | |
| 7 | 1 has | 4 is | 7 is |
| | 2 feel | 5 are | 8 is |
| | 3 is | 6 was | |
| 8 | 1 're/are going to fall off | 4 'll/will call | |
| | 2 'll/will have | 5 'm/am going to wash | |
| | 3 'll/will do | | |
| 9 | 1 You don't have to pay for the aerobics class at school. | | |
| | 2 Kate may/might pay for dinner tonight. | | |
| | 3 Jake can't/mustn't use his smartphone in class. | | |
| | 4 You should see a dentist when you have toothache. | | |
| | 5 Sam must finish all of his homework before class on Monday morning. | | |
| | 6 You mustn't use your phone while you are driving. | | |
| | 7 Can I leave class early to go to the doctor? | | |
| | 8 You shouldn't go outside without a coat in winter. | | |

Everyday English

- 10 1 d 2 c 3 a 4 e 5 b

Evaluation Key

Evaluation (Modules 5-6)

Vocabulary

- | | | | |
|---|------------------------|-----------------|-------------|
| 1 | 1 reality | 3 Comedy | 5 thriller |
| | 2 nature | 4 cookery | 6 adventure |
| 2 | 1 Mobile media devices | 6 air pollution | |
| | 2 music | 7 Cleaning up | |
| | 3 gossip | 8 wasting | |
| | 4 Automobile | 9 sites | |
| | 5 deforestation | | |
| 3 | 1 saw | 3 has visited | 5 tried |
| | 2 is taking | 4 buys | 6 am going |
| 4 | 1 on | 3 with | 5 at |
| | 2 up | 4 with | 6 across |

Grammar

- | | | | |
|---|---------------------|-------------------|------------|
| 5 | 1 won't come | 3 will become | 5 will buy |
| | 2 will have | 4 doesn't come | |
| 6 | 1 before | 3 after | 5 buys |
| | 2 will | 4 read | |
| 7 | 1 beautiful | 3 more | 5 hotter |
| | 2 tallest | 4 of | |
| 8 | 1 noisier | 4 biggest | |
| | 2 best | 5 older | |
| | 3 more interesting | | |
| 9 | 1 works | 6 is going to | |
| | 2 is staying | 7 will | |
| | 3 was watching | 8 went | |
| | 4 hasn't finished | 9 doesn't want | |
| | 5 have been playing | 10 are travelling | |

Everyday English

- | | | | | | |
|----|-----|-----|-----|-----|-----|
| 10 | 1 c | 2 e | 3 a | 4 b | 5 d |
|----|-----|-----|-----|-----|-----|

Student's Book Audioscripts

Module 1

Exercise 3 (p. 15)

Martin: Hi Tara! Are you doing anything this Saturday?

Tara: Hi Martin. Not really. I was thinking of taking it easy this weekend. You know, listening to some music, surfing the Net and drawing. Why? Did you have something in mind?

Martin: Well, I really want to go to the cinema and see that new action film that's coming out this Saturday.

Tara: Oh. But I really don't like action films. How about we go shopping in the afternoon?

Martin: I don't think so. I'm playing football with my cousins early in the afternoon and then I promised them I would go and exercise with them at the gym.

Tara: I know! Why don't we go to the amusement park in the evening?

Martin: That's a great idea. How about eating at the fast food restaurant before we go?

Tara: I'm not so sure about that. Let's go to the amusement park first and if we get hungry, we can go and have a bite to eat there.

Martin: Sounds good. So what time do you want to meet?

Tara: How about we meet at 7 o'clock at the main entrance?

Martin: Great – see you there!

Exercise 4 (p. 21)

Hi, I'm Emma, and I was born in 2012. That means I'm part of Gen Alpha, and I think I'm a lot like other kids my age. For example, I'm really into video games. There's something special about gaming. Every time they bring out a new game, I want to try it! I also spend a lot of time watching videos online. I love seeing people do interesting things, like making art, playing games or just sharing their stories. Family is really important to me, too. I spend a lot of time online, but I always make sure to spend time with my parents as well. I spend some of my free time helping animals, too. I feed the cats and take the dogs for a walk at an animal shelter twice a week. I'm happy to help because it makes me feel good. It's a lot of fun, too!

And my friends? I care about them a lot, but we don't really hang out together very often. We can see everything happening in each other's lives on social media, and that's usually good enough for us. My generation thinks texting is just as good as spending time together.

Module 2

Exercise 2 (p. 29)

A The Eternal Flame Falls

The Eternal Flame Falls in Orchard Park, New York are one of a kind. There is a flame, four inches high, burning behind a waterfall to this day. Scientists say

that there must be a gas leak coming from the cracks of the rocks causing the flame to burn.

B The Milky Seas Effect

The Milky Seas Effect is a phenomenon where parts of the water in the sea glow at night. People often notice this on a beach in the Maldives and for many years scientists were unable to explain it. Nowadays, scientists claim that glowing bacteria cause this amazing phenomenon.

C The Crooked Pines

In a large pine forest in Poland there is a stand of 80 crooked pine trees. No one knows what happened to the trees, but some people believe that they were affected by something in their first 10 years of growth.

D The Sliding Rocks

Rocks mysteriously slide across the flat desert in Death Valley in Eastern California, US leaving long trails behind them. But how do they move? Probably this is a result caused by ice and wind according to scientists.

E The Living Stones

In a valley in Costesti, Romania there are rocks that appear to grow on their own. How is this possible? No one knows for sure. A theory says that the cemented sand around the rock and the falling rain help the rocks grow.

Exercise 7 (p. 35)

I was in Paris, France on holiday and I was out shopping. I came across a beautiful painting in an antique shop and I wanted to get it, but it was a bit expensive. However, I decided to buy it because I noticed it was by a famous portrait painter. I took it back to Southampton and hung it on my wall. One day, my mother came to visit and saw the painting. She told me it was the portrait of my grandmother! It was really weird because my grandmother was never in France!

Module 3

Exercise 5 (p. 51)

Sally: Hi Tony. Hi Jenny. How are you?

Jenny: Hi Sally. Actually, my ankle hurts because I twisted it yesterday while I was playing basketball.

Sally: Oh, dear. I'm sorry. Have you done anything to make it better?

Jenny: Well, I put some ice on it and that helped a lot. Tony hurt himself yesterday too, didn't you Tony?

Tony: Yes, I did.

Sally: Really? What happened to you?

Student's Book Audioscripts

Tony: Nothing serious. I just burnt my hand while I was cooking dinner. I put some cream on it and it's a lot better now.

Sally: Well, it seems we've all had accidents lately.

Jenny: Oh no. Don't tell me you hurt yourself yesterday, too?

Sally: Yes. I was rollerblading in the park when I fell and cut my leg. I cleaned the wound and put a dressing on it.

Jenny: Oh well, at least none of us was badly hurt.

Module 4

Exercise 5 (p. 65)

- 1 **Rupert:** I couldn't believe it, really. I left my hometown after college and I've lived abroad ever since. Of course, I lost contact with all my schoolmates. You know, I've been so busy working and time goes by so quickly that I never found the time to go back... Then, one day one of my colleagues suggested I sign up for one of these social networking sites. I never imagined the rest... suddenly I was getting messages from these guys I went to school with 30 years ago. I couldn't believe they even remembered me, not to mention searched for me online.
- 2 **Judith:** In the beginning I found it really hard to do ... it seemed like my fingers were huge or something and it really annoyed me. After a while, though, I kind of got the hang of it ... and I came to really enjoy it, because it allowed me to be in constant touch with my friends. Before I knew it, I was sending up to a hundred or more a day ... mostly gossip to be honest ... and in the end it was like I just had to share everything that went through my mind ... I used to wake up in the middle of the night wanting to text people. People started getting annoyed with me, so I had to do something. I guess I understood that I needed help.
- 3 **Jenna:** Well, I have to admit that I spend a few hours a day using one of my many gadgets. During the day, I mostly use my smartphone. It's got everything: music, video, Internet, email and even GPS. I use the GPS a lot when I'm out. When I get home, I usually switch on my laptop to listen to music, but I'm not always glued to the screen. I check my emails every now and then, and I might chat online for a while or watch some music videos. So, I suppose you could say I'm a screenager if you like, but for me that's pretty normal for my age.
- 4 **Samuel:** I'm not going to lie – I have chatted in the past, but only to see what it's about. When I'm online, I'm usually surfing ... you know ... just checking out sites and reading stuff. I like reading up history and I

love reading travel blogs, but I'm definitely not keen on all those gossip or networking sites. If I need to get in touch with a friend, I usually send them a text. Yeah, I'd say I'm more of a 'text person', and even then only when I need to.

- 5 **Hannah:** I don't understand why everyone is making such a fuss. I mean everyone should choose what they want to do in their own free time, and I don't see where the problem is if I don't like going out. Besides, lots of kids like to spend their time in their bedroom ... and it's not like I'm doing anything wrong. I mean ... I do my homework and I don't have any problems at school. So, where's the problem, even if I spend all night online? I wish people would just leave me alone. I don't need them telling me how I should live my life.

Module 5

Exercise 6 (p. 81)

Dennis: Hi Lisa!

Lisa: Oh hi, Dennis! How are you?

Dennis: I'm OK. I just got back from the huge bookshop that opened on Main Street.

Lisa: Really? Did you go alone?

Dennis: No, I went with Ralph, Tamara and John.

Lisa: Great. Did you buy anything?

Dennis: Of course we did. I wanted to buy some comics, of course, but then I saw the latest issue of *Sports Fan* magazine, which had the photo of Lionel Messi on the cover, so I knew I had to have it.

Lisa: I imagine that Ralph bought one, too.

Dennis: No. Actually, he didn't even look at sports magazines. He was looking at some computer magazines, but then he decided to get the new *Spiderman* comic.

Lisa: How about Tamara?

Dennis: Well, you know she's crazy about fashion magazines and she was looking forward to buying the latest *Vogue* issue, but she didn't find it, so she decided to buy a gossip magazine which had a feature on teen pop stars and a story on Rob Pattinson.

Lisa: Really? I'm surprised she didn't find it because I just bought it at the newsagent's along with another fashion magazine. Anyway, I'm sure John bought a magazine about music.

Dennis: John was thinking of buying the latest issue of *Jam Zone*, but then, he saw the cover of *PC Weekly*, which had a feature on the best smartphones on the market and decided to get it.

Lisa: Oh! I'm not surprised. He's always looking for the best gadget to buy.

Student's Book Audioscripts

Module 6

Exercise 6 (p. 95)

Colmar is a picturesque city in the region of Alsace in France. It is only 64 km from Strasbourg, which makes it easy for tourists to get there by train, bus or car.

While in Colmar, you must take the time and visit the city on foot or take one of the many guided tours of the city offered. Make sure you see everything there is to see in this magical city, like Little Venice, the many beautiful architectural landmarks, the museums and the library.

The food in Colmar is another thing no one should miss. Most restaurants serve traditional Alsatian food which will leave you wanting more, such as sauerkraut and fish, Quiche Lorraine and Black Forest gateau.

For the shopping enthusiasts, the best things to buy here are clothes and shoes as they've got a great variety and low prices. Also, souvenirs are very popular. You can buy Alsatian pottery, wine glasses, tablecloths and other household items depicting people in traditional Alsatian dress.

Colmar has also got plenty of accommodation ranging from luxurious four-star hotels to small bed and breakfasts. Whatever your taste, Colmar has got every type of accommodation to suit everybody's needs.

So if you ever decide to visit France, make Colmar one of your stops. You won't regret it.

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		

Evaluation criteria:

c (green)

w (yellow)

n (red)

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 free-time activities	
• talk about daily routines	
• talk about generations	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short paragraph about a person's daily routine	
• write my own profile	
• write a blog post about attending a student exchange programme	

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 nature's curiosities	
• talk about animal features	
• express feelings	
• talk about bizarre coincidences	
• describe a dream	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph about a mysterious creature	
• write a short story about a coincidence	

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 sports/activities & equipment	
• talk about food	
• talk about injuries/accidents & first-aid	
• talk about aches & pains/illnesses	
• ask/talk about health	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an article about sports and diet	
• write an email about an accident	
• write a text about eating habits	

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 gadgets	
• talk about rooms, furniture & appliances	
• describe my house	
• talk about computer language	
• talk about the results of a survey	
• give instructions	
• talk about gaming	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a letter accepting/refusing an invitation	
• do a survey and present it	

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 TV programmes & films	
• talk about types of media	
• talk about types of magazines	
• talk about choosing TV programmes	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email to a friend about future plans	
• write an email thanking a friend	

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 going out	
• talk about environmental problems & solutions	
• talk about holiday activities	
• talk about travelling by plane	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph about a monument that's in danger	
• create a brochure	
• write a text about a monument in my country	

Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about free-time activities			
talk about daily routines			
talk about generations			
express opinions			
write a short paragraph about a person's daily routine			
write his/her own profile			
write a blog post about attending a student exchange programme			

Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
talk about nature's curiosities			
talk about animal features			
express feelings			
talk about bizarre coincidences			
describe a dream			
write a paragraph about a mysterious creature			
write a short story about a coincidence			

Progress Report Card

..... (name) can:		Module 3	
	very well	OK	not very well
talk about sports/activities & equipment			
talk about food			
talk about injuries/accidents & first-aid			
talk about aches & pains/illnesses			
ask/talk about health			
write an article about sports and diet			
write an email about an accident			
write a text about eating habits			

Progress Report Card

..... (name) can:		Module 4		
		very well	OK	not very well
talk about gadgets				
talk about rooms, furniture & appliances				
describe his/her house				
talk about computer language				
talk about the results of a survey				
give instructions				
talk about gaming				
write a letter accepting/refusing an invitation				
do a survey and present it				

Progress Report Card

..... (name) can:		Module 5		
		very well	OK	not very well
talk about TV programmes & films				
talk about types of media				
talk about types of magazines				
talk about choosing TV programmes				
write an email to a friend about future plans				
write an email thanking a friend				

Progress Report Card

..... (name) can:		Module 6		
		very well	OK	not very well
talk about going out				
talk about environmental problems & solutions				
talk about holiday activities				
talk about travelling by plane				
write a paragraph about a monument that's in danger				
create a brochure				
write a text about a monument in his/her country				

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