

Limba modernă 2 – limba engleză

Clasa a VII-a

Jenny Dooley



Teacher's Book

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Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom**

Tel.: (0044) 1635 959 759

email: inquiries@expresspublishing.co.uk

www.expresspublishing.co.uk

© Jenny Dooley, 2024

Design and Illustration © Express Publishing, 2024

First published 2024

Made in EU

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ISBN 978-1-3992-1587-9

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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 7, L2.

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

The course consists of:

- The Student's Book which contains: a *Welcome back!* unit as well as six *modules* of six lessons each. There is also a *Fun Time* section and a *Revision* section at the end of each module. There is also a cartoon story at the end of every two modules. At the back of the book there is a *Festivities* section 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, text messages, letters, articles, poems, etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

Grammar

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

Listening

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

Speaking

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

Everyday English

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

Pronunciation

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

Fun Time

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

Study Skills

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

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

Writing

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

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

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

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

Across Cultures section

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

Revision

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

Monstertrackers

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

Evaluation

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

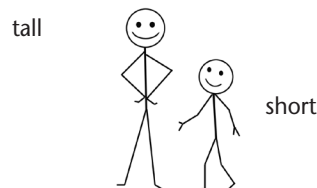
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

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

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

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



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

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

B – Writing

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

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

C – Assigning homework

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

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

Commonly assigned homework tasks include:

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

D – Correcting students' work

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

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free-speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a noticeboard in the

classroom or school, or give 'reward' stickers. Praise effort as well as success.

E – Class organisation

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

TYPES OF LEARNING STYLES

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

- *Visual Learners* need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tablet or their laptop.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods

and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

EVALUATION

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

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

Initial Evaluation

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

Formative Evaluation

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

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

- c (competence – green): the student has a full understanding of the task and responds appropriately

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

Cumulative Evaluation

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

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

ABBREVIATIONS

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

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

Welcome back!

(pp. 8-9)

1 To present vocabulary for countries and nationalities

- Ss read both columns and match the countries to the nationalities.
- Play the recording with pauses for Ss to check their answers. Then, they listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.

Answer Key

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

2 To practise vocabulary for countries and nationalities

- Draw Ss' attention to the pictures and explain the task. Then, read out the example.
- Elicit answers from Ss around the class.

Answer Key

2 Olaf is from Denmark. He's Danish.
3 Alexander is from Hungary. He's Hungarian.
4 Daniela is from Romania. She's Romanian.
5 Marlene is from Germany. She's German.
6 Mario is from Italy. He's Italian.

3 To practise new vocabulary with personal examples

- Explain the task. Then, allow Ss time to complete sentences about themselves.
- Ask different Ss to talk about their country and nationality.

Suggested Answer Key

1 I'm from Romania.
2 I'm Romanian.

4 To practise vocabulary for countries and nationalities

- Explain the task and ask Ss to work in groups.
- Tell Ss to draw or find a map of Europe and pretend they are from different countries. Then, tell them to present themselves to their group.
- Ask Ss to present themselves to the rest of the class.

Suggested Answer Key

1 I'm from England. I'm English.
2 I'm from Spain. I'm Spanish. etc.

(pp. 10-11)

5 To practise vocabulary for personal profiles

- Draw Ss' attention to the pictures and teen profiles.
- Play the recording. Ss listen and read the teen profiles.
- Give Ss time to copy the table in their notebooks and fill in the necessary information.

Answer Key

Name	Manuela	Erik	Simone
Country	Spain	Norway	France
Age	13	16	14
Grade	7	10	8

6 To write a personal profile

- Ask Ss to find a picture of themselves and then complete their profile.
- Check Ss' answers. Ask different Ss to present their profiles in front of the class.

Suggested Answer Key

Name: Nadia

Country: Romania

Age: 13

Grade: 7th grade at junior high school

7 a) To practise asking about names and spelling

- Read out the **Note** box.
- 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.

Answer Key

2 A: What's your name?

B: Erik.

A: And your surname?

B: Hansen.

A: How do you spell it?

B: H-A-N-S-E-N.

3 A: What's your name?

B: Simone.

A: And your surname?

B: Rousselle.

A: How do you spell it?

B: R-O-U-double S-E-double L-E.

Welcome back!

- 4 A: What's your name?
B: Antonio.
A: And your surname?
B: Esteban.
A: How do you spell it?
B: E-S-T-E-B-A-N.

- 5 A: What's your name?
B: Rose.
A: And your surname?
B: Vasquez.
A: How do you spell it?
B: V-A-S-Q-U-E-Z.

- 6 A: What's your name?
B: Daniel.
A: And your surname?
B: Peterson.
A: How do you spell it?
B: P-E-T-E-R-S-O-N.

- 7 A: What's your name?
B: Andrew.
A: And your surname?
B: Summers.
A: How do you spell it?
B: S-U-double M-E-R-S.

b) To act out a dialogue

- In pairs, ask Ss to act out a dialogue similar to the one in Ex. 7a.
- Monitor the activity around the class.
- Then, ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: What's your name?
B: Simona.
A: And your surname?
B: Niculescu.
A: How do you spell it?
B: N-I-C-U-L-E-S-C-U.

8 a) To present cardinal numbers

- Direct Ss attention to the cardinal numbers in the table. Then, play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.

b) To practise cardinal numbers with personal examples

- Explain the task.
- Elicit answers from Ss around the class.

Suggested Answer Key

I'm 13 years old.

9 To ask and answer about name and age

- 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 Ss to act out their dialogues in front of the class.

Answer Key

- 2 A: What's your name?
B: My name is Andrei.
A: How old are you?
B: I'm thirteen years old.

- 3 A: What's your name?
B: My name is Cristina.
A: How old are you?
B: I'm eighteen years old.

- 4 A: What's your name?
B: My name is Manuel.
A: How old are you?
B: I'm forty-two years old.

10 To act out a dialogue

- Read out the **Note** box and explain how we read the number zero.
- 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 Ss to act out their dialogues in front of the class.

Answer Key

- 2 A: What's your name?
B: Jeff Daniels.
A: What's your telephone number?
B: (01729) 224567.
A: (01729) 224567?
B: That's right.

- 3 A: What's your name?
B: Paula Newton.
A: What's your telephone number?
B: (020) 7265-9258.

Welcome back!

A: (020) 7265-9258?

B: That's right.

11 To practise cardinal numbers

- Explain the task. Tell Ss to use the table in Ex. 8a to write the telephone numbers in Ex. 10 in words.
- Check Ss' answers.

Answer Key

- 1 oh one two five six, six two three four five six
- 2 oh one seven two nine, two two four five six seven
- 3 oh two oh, seven two six five – nine two five eight

Do your maths!

- Explain the task. Tell Ss to practise numbers by calculating.
- Check Ss' answers and ask them to share their answers with the rest of the class.

Answer Key

- 1 fifteen minus eight equals seven
- 2 a/one hundred minus twenty-five equals seventy-five
- 3 twenty-eight plus thirty-five equals sixty-three
- 4 seventeen plus forty-nine equals sixty-six
- 5 ninety-two minus fifty-four equals thirty-eight
- 6 eighteen plus eighty-one equals ninety-nine

Act out a dialogue

- In pairs, ask Ss to act out a dialogue similar to the one in Ex. 10.
- Monitor the activity around the class.
- Then, ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: What's your name?

B: Adrian Rusu.

A: What's your telephone number?

B: (01396) 557219.

A: (01396) 557219?

B: That's right.

(pp. 12-13)

12 a) To present ordinal numbers

- Direct Ss attention to the ordinal numbers in the table. Then, play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.

b) To practise ordinal numbers

- Explain the task. Allow Ss time to write their answers in their notebooks.
- Check Ss' answers.

Answer Key

- | | | | |
|----|--------------|----|---------------|
| 11 | eleventh | 62 | sixty-second |
| 23 | twenty-third | 75 | seventy-fifth |
| 36 | thirty-sixth | 89 | eighty-ninth |
| 40 | fortieth | 94 | ninety-fourth |
| 58 | fifty-eighth | | |

13 To practise ordinal numbers

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- 1 Anita's birthday is on the twelfth of May.
- 2 Sam's birthday is on the fifteenth of June.
- 3 Terry's birthday is on the twenty-eighth of February.
- 4 Mihai's birthday is on the twenty-third of March.
- 5 Anna's birthday is on the eighteenth of January.
- 6 Marius' birthday is on the third of September.

Suggested Answer Key

My birthday is on the third April.

14 To create a poster

- Explain the task and ask Ss to bring in photos of themselves.
- Ss stick their photo on the poster paper and write on their name, birthday and favourite hero.

15 To listen for specific information

- Explain the task. Elicit what part of speech they need to fill in the gaps. Then, play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

Surname: Crossley

Age: 15

Address: 31, Wood ...

Mobile number: ... 5737352

Surname: Crossley

Relationship: father

Mobile number: ... 635489

16 To fill in a form with personal information

- Explain the task. Tell Ss to use the form in Ex. 15 as a model to fill in their personal details.
- Monitor the activity around the class.

Suggested Answer Key

Student's Personal Information

Name: Constantin

Surname: Cordescu

Age: 14

Gender: male

Address: 20, Strada Traian Street, Bucharest

Mobile number: 07735 824419

Emergency Contact

Name: Gabriel

Surname: Cordescu

Relationship: father

Mobile number: 07742 758171

17 To present and practise question words

- Explain the task and read the question words with the Ss. Then, Ss match the question words to the correct answers.
- Check Ss' answers.

Answer Key

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

18 To practise question words with personal examples

- Explain the task. Ask Ss to fill in the gaps with the correct question word. Then, give them time to write their sentences in their notebooks.
- Monitor the activity around the class.
- Invite various Ss to read out their sentences in front of the class.

Suggested Answer Key

- 1 **What's** your name? *Simona.*
- 2 **How** old are you? *I'm 13 years old.*
- 3 **Where** are you from? *I'm from Romania.*
- 4 **What's** your telephone number? *It's 552-7264.*
- 5 **When** is your birthday? *17th October.*
- 6 **Who** is your best friend? *Olga.*
- 7 **Which** is your favourite colour, green or yellow? *Yellow.*

(pp. 14-15)

19 To present the verb *to be*

- Ss' books closed.
- Present the verb *to be*. Say, then write on the board: *I am a teacher.* Underline *I am* and explain that this verb is the verb *to be* in the present simple. Give examples for all persons.
- Say, then write on the board: *I am not a student.* Explain that this is the negative form of the verb *to be*. Give examples for all persons and elicit that we form the negative of the verb *to be* with *subject pronoun/noun + main verb + not*.
- Say, then write on the board: *Am I a teacher?* Explain that this is the interrogative form of the verb *to be*. Give examples for all persons and elicit that we form the interrogative of the verb *to be* with *main verb + subject pronoun/noun*.
- Ss' books open. Go through the theory box with Ss.

20 To practise the verb *to be*

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

Answer Key

1 's	3 am/'m	5 is/'s	7 are/'re
2 am/'m	4 is	6 is/'s	8 are/'re

21 To practise the verb *to be*

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

Answer Key

2 is	3 isn't	4 are	5 aren't
------	---------	-------	----------

22 To practise the verb *to be*

- Explain the task. Read the example aloud and give Ss time to complete the task.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- 2 *Is Jenny British? Yes, she is.*
- 3 *Is Sally 15 years old? No, she isn't.*
- 4 *Is Sally from Romania? No, she isn't.*
- 5 *Are Jenny and Sally best friends? Yes, they are.*

Welcome back!

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

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

Answer Key

2 *is, isn't* 4 *isn't, is* 6 *Is, isn't*
3 *Are, aren't* 5 *Are, am not*

24 **Aim** To practise the verb *to be* with personal examples

- Explain the task and allow Ss time to complete it.
- Monitor the activity around the class and then ask various Ss around the class to read out their texts.

Suggested Answer Key

My name is Alexandra. I am 14 years old. I am from Romania. I'm not from England. Where are you from?

25 **Aim** To make a poster

- Explain the task and read out the example.
- Ask Ss to work in groups to collect information and pictures of their favourite film or sports characters. Monitor the activity around the class and then ask some groups to present their posters in front of the class.
- Alternatively, assign the task as HW and have Ss present their posters in the next lesson.

Suggested Answer Key

Razvan Prodan is a Romanian footballer. He's 24 years old. He's from Constanta, Romania. He is a football player for Olimpia Satu Mare in Romania.

(pp. 16-17)

26 **Aim** To present *subject/object personal pronouns* and *possessive adjectives*

- Ss' books closed.
- Present subject personal pronouns. Say, then write on the board: *I am from Bucharest.* 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 Anastasia. 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. Go through the theory box with the Ss.

27 **Aim** To practise *subject/object personal pronouns*

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

Answer Key

2 *We* 3 *him* 4 *He* 5 *they*

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

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

1 *her* 3 *my* 5 *our*
2 *We* 4 *You* 6 *his*

29 **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 A: *your*, B: *my, her, My, you, it*
2 A: *their*, B: *they, my, them*
3 A: *our*, B: *it, their, Our*

30 **Aim** To present and practise vocabulary for family members

- Explain the task. Then, allow Ss time to read the text and fill in the names of the members in the family tree.
- Check Ss' answers.

Answer Key

grandmother – Alice
grandfather – Eric
mum – Mary
dad – Peter
sister – Jill

Welcome back!

aunt – Melissa

uncle – Paul

Paul's wife – Kim

cousin – Martin

cousin – Sandy

31 To practise vocabulary for family members

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

Answer Key

- | | | |
|------------|---------------|----------|
| 1 uncle | 4 grandmother | 7 wife |
| 2 cousin | 5 nephew | 8 sister |
| 3 daughter | 6 niece | |

32 To practise vocabulary for family members with personal examples

- Explain the task. Read the example and tell Ss to find photos of their family members, show them to the class and present the members of their family.
- Ask various Ss to present their families to the class.
- Alternatively, assign the task as HW and have Ss present their families in the next lesson.

(Ss' own answers)

(pp. 18-19)

33 To present the verb *have got*

- Ss' books closed.
- Say, then write on the board: *I have got a pencil.* Underline *I have got* and explain that this verb is the verb *have got* in the present simple. Give examples for all persons.
- Say, then write on the board: *I have not got a pen.* Explain that this is the negative form of the verb *have got*. Give examples for all persons and elicit that we form the negative of the verb *have got* with *subject pronoun/noun + have/has + not + got*.
- Say, then write on the board: *Have I got a book?* Explain that this is the interrogative form of the verb *have got*. Give examples for all persons and elicit that we form the interrogative of the verb *have got* with *have/has + subject pronoun/noun + got*.
- Ss' books open. Go through the theory box and the **Note** box with the Ss.

34 To practise the verb *have got*

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

Answer Key

- | | | |
|-----------------|-----------------|--------------|
| 1 have, haven't | 3 hasn't, has | 5 Have, have |
| 2 Have, haven't | 4 Have, haven't | |

35 To practise the verb *have got*

- 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 and then invite various pairs to ask and answer in front of the class.

Answer Key

- | |
|---|
| 2 A: Has Kim got a football? |
| B: No, she hasn't. She's got a camera. |
| 3 A: Have Lyn and Sam got laptops? |
| B: No, they haven't. They've got bikes. |
| 4 A: Has Kate got a watch? |
| B: No, she hasn't. She's got a laptop. |
| 5 A: Has Ben got CDs? |
| B: No, he hasn't. He's got a book. |
| 6 A: Have Ann and Laura got bags? |
| B: No, they haven't. They've got mobile phones. |

36 To practise the verb *have got*

- Explain the task and read the example. Then, give Ss time to complete the task.
- Check Ss' answers.
- Invite various Ss to read out their sentences in front of the class.

Suggested Answer Key

I've got a bike and a laptop, but I haven't got a mobile phone or a camera.

Create a poster

- Explain the task and give Ss time to complete it.
- Alternatively, assign the task as HW and have Ss present their poster with their favourite things.

(Ss' own answers)

37 To present and practise the days of the week

- Elicit the days of the week from Ss around the class.
- Give Ss time to complete the missing days and answer the question.

Welcome back!

- Check Ss' answers and ask various Ss to answer the question.

Answer Key

1 Monday 2 Tuesday 3 Thursday

Suggested Answer Key

My favourite day is Saturday.

38 To present and practise the months of the year

- Elicit the months of the year from Ss around the class.
- Give Ss time to complete the missing months and answer the question.
- Check Ss' answers and ask various Ss to answer the question.

Answer Key

1 March 3 July 5 December
2 May 4 October

Suggested Answer Key

In Romania, December, January and February are winter months. March, April and May are spring months. June, July and August are summer months. September, October and November are autumn months.

39 To present and practise telling the time

- Draw Ss' attention to the model watch. Explain how we tell the time and then read the example.
- Ask Ss to work in pairs and give them time to complete the task.
- Invite various pairs to ask and answer in front of the class.

Answer Key

- 2 A: *What time is it?*
B: *It's ten to five./It's five fifty.*
- 3 A: *What time is it?*
B: *It's six o'clock.*
- 4 A: *What time is it?*
B: *It's half past seven./It's seven thirty.*
- 5 A: *What time is it?*
B: *It's (a) quarter past twelve./It's twelve fifteen.*
- 6 A: *What time is it?*
B: *It's twenty past eight./It's eight twenty.*
- 7 A: *What time is it?*
B: *It's ten to nine./It's nine fifty.*
- 8 A: *What time is it?*
B: *It's twenty-five past ten./It's ten twenty-five.*

Game!

To practise months

- Explain the game. Ask one S to make a sentence as in the example, then the others guess the month.
- The S with the biggest number of correct guesses is the winner.

(Ss' own answers)

(p. 20)

40 To present greetings

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.
- Explain when we use each greeting.

41 To listen and read for gist

- Play the recording. Ss listen and read the dialogues to answer the questions.
- Check Ss' answers.

Answer Key

introducing yourself – dialogue B

introducing someone – dialogue C

greeting someone – dialogue A

42 To act out a dialogue

- Explain the task.
- Ask Ss to go through the useful language box. Then, in pairs, ask them to act out similar dialogues about each situation.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

greet your friend at school

A: *Hello, Mina. How are things going?*

B: *Great. And you, Kevin?*

A: *I'm fine, thanks.*

say goodbye to your friend

A: *Goodbye, Andreas.*

B: *Bye, Luca. See you tomorrow.*

introduce your teacher/new schoolmate to your friend

A: *Mr Radu. This is my friend, Emil.*

B: *Hi, Emil. Pleased to meet you.*

C: *Pleased to meet you, too.*

Lifestyles

Topic

In this module Ss will explore the topic of daily routines and free time activities around the world.

Module page

21

Lesson objectives: To get an overview of the module

Vocabulary: daily routines & free-time activities (*have breakfast/lunch/dinner/a snack, walk the dog, wake up, go to work/to school/home, exercise/play sports, do homework/study, go to bed, have a bath/shower, surf the Net, do chores, watch TV, go shopping, read a book, listen to music*)

1a Reading

22-23

Lesson objectives: To predict information, to listen and read for specific information, to practise talking about jobs, to compare lifestyles, to write a short text about your daily routine

Vocabulary: nouns (*outback, housework, experience*); adjective (*bored*); phrase (*cool down*); jobs (*doctor, accountant, police officer, theme park mascot, gardener, pizza delivery boy, baker, cashier*); free-time (*bowling, jigsaw puzzles, board games, skateboarding, reading, gardening, painting, dance, video games, football, stamp collecting, vlogging, blogging, chess, baking*)

1b Grammar

24-25

Lesson objectives: To learn about the *present simple* and *present continuous*

1c Skills

26-27

Lesson objectives: To talk about physical appearance and character, to make a poster of a cartoon/film character, to listen for specific information, to read for gist, to write an article about best friend

Vocabulary: nouns (*moustache, beard, freckles, wrinkles*); adjectives (*plump, easy-going, honest, fair, old, short, young, rude, patient, slim, spiky, wavy, long, serious, round, straight, oval, polite, dark, thin, overweight, tall*); phrases (*of medium height, well-built, middle-aged*)

1d Grammar

28-29

Lesson objectives: To learn about the *comparative*

1e Everyday English

30

Lesson objectives: To listen, read and act out a dialogue expressing preferences

1f Across Cultures

31

Lesson objectives: To predict content, to listen and read for gist, to compare and contrast different family lifestyles

Vocabulary: phrasal verb (*look after*); nouns (*field, fence, yard, porch*); adjective (*stay-at-home*); phrase (*play catch*)

Fun Time 1

32

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

Revision 1

33

Module 1

What's in this module?

Read the title of the module *Lifestyles* 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.



Aim 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

jobs (p. 23)

What job would you like to do? Which jobs do you find difficult/easy to do?

an article (p. 27)

Do you write articles? Why (not)? How often?

a family (p. 31)

Is your family big? How many people are there in your family?

Vocabulary



1 Aim To present vocabulary for daily routines and free-time activities

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.
- Draw Ss' attention to the pictures (1-8) and elicit which daily routine matches each picture.
- Check Ss' answers.

Answer Key

1 *walk the dog*

2 *do homework/study*

3 *do chores*

4 *go shopping*

5 *wake up*

6 *read a book*

7 *have breakfast/lunch/dinner/a snack*

8 *exercise/play sports*



2 Aim To listen for gist

- Ask Ss to listen to the dialogue and answer the question.
- Ask different Ss to tell the class their answer.

Answer Key

Olivia usually watches TV, listens to music and has dinner with her family. Derek usually plays tennis with his cousin.



3 Aim To practise new vocabulary with personal examples

- Explain the task.
- Ask Ss to tell their partner what they usually do on Tuesdays.
- Tell Ss they should use vocabulary from Ex. 1.
- Monitor the activity around the class.
- Ask different Ss to talk about their typical Tuesday.

Suggested Answer Key

On Tuesdays I usually wake up at seven o'clock. I have a shower and then I have breakfast. Then, I go to school. I have lunch at 12:30pm. In the afternoon, I always do my homework and listen to music. I have dinner and after that I watch TV. Then, I go to bed.

1a



1 Aim To listen and read for gist

- Ask Ss to look at the title of the text and the picture.
- Then, ask Ss to guess what the boy's daily routine is.
- Give Ss time to listen and read the text to find out.

Answer Key

His routine includes time outside with animals and helping his parents because he lives on a farm.



2 Aim To read for specific information

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

Answer Key

1 DS 2 T 3 F 4 DS 5 T



3 Aim To read for specific information

- Explain the task.
- Allow Ss some time to read and answer the questions.
- Check Ss' answers.

Module 1

Answer Key

- 1 He comes from the outback of Australia.
- 2 He goes to a special school called the 'School of Air'.
- 3 Lessons start at 9am.
- 4 His dad is a farmer.
- 5 He likes swimming in the pool, playing jigsaw puzzles and making model ships.
- 6 He goes to bed at 9pm.

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

4 To present new vocabulary

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

5 To practise new vocabulary

- Go through the sentences (1-8) and tell Ss to match each sentence to the jobs from Ex. 4.
- Check Ss' answers. Allow them some time to write them in their notebooks.

Answer Key

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

6 To practise using vocabulary with personal examples

- Explain the task.
- Ask some Ss to share their answers in class.

Suggested Answer Key

*My dad is a police officer and my mum is a teacher.
I would like to be a doctor when I finish school.*

7 To express an opinion

- Explain the task and read out the example.
- Ask Ss to share their answers with the rest of the class.

Suggested Answer Key

My life is different to Justin's. To start with, I live in a flat in the city centre. My lessons start at 9:00 am and finish at 2:00 pm. Then, I do my homework and exercise with my friends. I wouldn't like to have Justin's routine because it sounds a bit boring and I like having fun with my friends.

8 To write a short note

- Read the **free-time** box and explain the task.
- Give Ss time to write a short note about their daily routine and ask Ss to put their notes in a box, that you have in class.
- Then ask a S to choose a note from the box and read it to the class.
- Finally Ss have to find who the person in the note is.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

(Ss' own answers)

1b

1 To present the present simple

- Ss' books closed.
- Present the present simple. Say, then write on the board: *I read a book every afternoon.* Underline *I read* 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.
- Say, then write on the board: *I don't read a book 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 read a book 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. Ask Ss to read the theory in the table and the **Note** box.

2 To practise the present simple

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- | | | |
|----------------|---------------|----------------|
| 1 doesn't work | 3 wears | 5 walk |
| 2 studies | 4 don't speak | 6 doesn't live |

Module 1

3 To practise the *present simple*

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- 1 Does Christina work, does
- 2 Does Eric look, doesn't
- 3 Does Jo speak, doesn't
- 4 Do Erica and Julie live, don't
- 5 Do they play, do

4 To pronounce the -s ending

- Model the -s endings. Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Check Ss' answers and elicit more verbs with the same sounds.

Answer Key

wants /s/
watches /ɪz/
plays /z/
drinks /s/
needs /z/
fixes /ɪz/

Suggested Answer Key

/s/ cuts, sleeps, works
/z/ goes, lives, wears
/ɪz/ washes, dresses, rises

Imagine you are a sportsperson. Describe your daily routine.

- Explain the task and give Ss time to and brainstorm for ideas to help them complete the task if necessary.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Every day, I wake up at seven o'clock. I have a shower and then I have breakfast. Then, I go to football training. I have lunch at 1pm. At noon, I relax at home and I read a book. In the afternoon, I exercise again and go swimming. I have dinner at 7:00 pm and after that I watch TV. Then I go to bed.

5 To present the *present continuous*

- Ss' books closed.
- Present the present continuous. Say, then write on the board: *I am watching TV now*. Underline *I am watching* 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 watching TV 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 + not + main verb + -ing*.
- Say, then write on the board: *Am I watching TV 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 through the theory in the table and the **Note** boxes with the Ss.

6 To practise using the *present continuous*

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- | | |
|-------------------|----------------|
| 1 aren't working | 4 aren't going |
| 2 is always using | 5 is staying |
| 3 Is he wearing | 6 is leaving |

7 To practise using the *present simple* and *present continuous*

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- | | |
|---------------|----------------|
| 1 am | 6 needs |
| 2 are getting | 7 doesn't like |
| 3 is tidying | 8 is making |
| 4 am making | 9 Do you want |
| 5 wants | |

1c

1 **Aim** To present vocabulary for physical appearance and character

- Read out the words listed.
- Explain/Elicit the meaning of any unknown words.
- Ask Ss to put each word under the headings.
- Check Ss' answers.

Answer Key

Face: round, oval

Hair: short, fair, spiky, wavy, long, straight, dark

Height: short, of medium height, tall

Special Features: moustache, beard, freckles, wrinkles

Build: plump, well-built, slim, thin, overweight

Age: old, young, middle-aged

Character: easy-going, honest, rude, patient, serious, polite

2 **Aim** To practise using vocabulary for physical appearance and character

- Explain the task.
- Ask Ss to work in pairs to write a short description in their notebooks.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

Suggested Answer Key

Tony: He has got short dark hair and a moustache. He seems to be easy-going and honest.

Kelly: She has got wavy fair hair and green eyes. She is slim and of medium height. She seems serious about music.

James: He has got spiky dark hair. He is young and plump. He looks polite.

3 **Aim** To practise using vocabulary for physical appearance and character

- Explain the task and read the dialogue aloud.
- Ask Ss to work in closed pairs and describe their family and friends to their partner.
- Tell Ss they should use vocabulary from Ex. 1.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

Suggested Answer Key

A: What's your dad like?

B: He's got a big beard. He's tall and serious. What's yours like?

A: My dad is short and a little overweight. He has a moustache and he's very easy-going.

B: Is he old?

A: No, he's middle-aged.

B: My dad has a lot of grey hair. He's not happy about it!

4 **Aim** To make a poster

- Explain the task.
- Ask Ss to work together and make a poster of their favourite cartoon or film character.

(Ss' own answers)

5 **Aim** To listen for specific information

- Explain the task. Ask Ss to draw an image for each person in their notebook.
- Check Ss' images around the class.

(Ss' own answers)

6 **Aim** To read for specific information

- Ask Ss to read the text and then fill in the missing sentences for each gap.
- Check Ss' answers.
- Give Ss time to write them in their notebooks.
- Elicit which girl the article is about.

Answer Key

1 C

2 A

The article is about the tall girl with the long fair hair and yellow sweater.

7 **Aim** To write a title for the article

Ask Ss to read the text again and then find a title for the article.

Suggested Answer Key

My favourite cousin

8 **Aim** To write an article

- Explain the task.
- Give Ss time to write an article about their best friend using their dictionaries to help them as necessary.

Module 1

- Ask various Ss to read their articles to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

My best friend is Ramona. She's 13 years old and we spend a lot of time together every day.

Ramona is a great person. She is tall and slim with short, dark hair and blues eyes. She usually wears sweaters and jeans, but she also likes to wear dresses. She is a very polite and patient person, but she can be a bit rude sometimes.

Ramona has a lot of hobbies. She usually listens to music and plays computer games in the afternoon. She also plays volleyball every weekend. Volleyball is her passion.

All in all, I think that Ramona is the most amazing girl I know. We always have fun together and I am very happy she's part of my life.

9 To research about Friendship Day

- Explain what friendship is and ask Ss to research online when it's celebrated.
- Give Ss time to complete the task and check Ss' answers.

Answer Key

People celebrate Friendship Day every year on 30th July.

1d

1 To present the comparative

- Ss' books closed.
- Present the comparative. Say, then write on the board: *Henry is older than Jim*. Underline *older* and explain that we form the comparative by adding **-er** to the end of most adjectives. Explain how the comparative is formed for short adjectives.
- Say, then write on the board: *Kelly is more popular than Mia*. Underline *more popular* and explain that the comparative for long adjectives is formed with **more + adjective**.
- Ss' books open. Ask Ss to read the theory in the table and the **Note** boxes.

2 To present the comparative

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

Answer Key

- | | |
|------------------|-----------------|
| 2 busier | 8 more boring |
| 3 older | 9 taller |
| 4 more beautiful | 10 more popular |
| 5 quieter | 11 tidier |
| 6 happier | 12 worse |
| 7 more exciting | |

3 To practise using the comparative

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- | | | |
|------------------|-----------|---------|
| 2 more beautiful | 4 cheaper | 6 more |
| 3 hotter | 5 worse | popular |

4 To practise using the comparative

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- 1 *Ann isn't as tall as Mark./Ann is less tall than Mark.*
- 2 *Ann is not as slim as Mark./Ann is less slim than Mark.*
- 3 *Ann's hair is not as short as Mark's.*

5 To practise using the comparative

- Explain the task. Ask a S to read out the example.
- Give Ss time to complete the task.
- Check Ss' answers and give them to write them in their notebook.

Answer Key

- 2 *Jane is more polite than Laura.*
- 3 *Jenny is more popular than Sandra.*
- 4 *A restaurant is better than a café.*
- 5 *Physics is more interesting than Music.*
- 6 *My room is smaller than my brother's.*
- 7 *Steve is taller than his sister.*
- 8 *This dress is more modern than that one.*

6 To practise using the comparative

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them to write them in their notebook.

Module 1

Answer Key

- | | | |
|-----------|-----------|---------|
| 1 bigger | 5 worse | 9 more |
| 2 older | 6 smaller | 10 more |
| 3 funnier | 7 cheaper | modern |
| 4 taller | 8 noisier | |

7 To practise using the comparative

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Suggested Answer Key

- 1 older, him
- 2 taller, us
- 3 John, funnier, me

8 To practise the comparative with personal examples

- Explain the task and read the example.
- Give Ss time to compare their friends/family members.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

(Ss' own answers)

1e

1 To present vocabulary for expressing preferences

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

2 a) To predict the content of a text; to listen and read for gist

- Ask Ss to read the first exchange in the dialogue and guess what it is about.
- Then, ask Ss to listen to and read the dialogue to find out.

Answer Key

The two girls are expressing their preferences and decide to do an activity together.

b) To read for specific information

- Ask Ss to read the dialogue again and answer the questions.
- Give Ss time to answer. Then, check their answers.

Answer Key

The two girls decide to go swimming together on Sunday morning.

c) To practise vocabulary with personal examples

- Ss read the dialogue again.
- Give Ss time to write all the sports in their notebooks.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

Answer Key

Sports: playing netball, cycling, swimming

Suggested Answer Key

I prefer activities like swimming and cycling. I can't stand playing netball.

3 To learn synonymous phrases

- Read out the phrases.
- Ask Ss to go through the dialogue and then replace the phrases in bold with their alternatives.
- Check Ss' answers.

Answer Key

Let's go swimming together on Saturday. = Why don't we go together this Saturday?

I don't like board games. = I can't stand board games.

Perfect! = Great!

I'm going to... = I'm on my way to...

4 To act out a dialogue and consolidate situational language

- Play the recording again. Divide Ss in pairs.
- Ask them to take roles and read it out in front of the class.

5 To practise role-playing

- Explain the task and ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model.

Module 1

- 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: Hi Emma, where are you going?

B: I'm on my way to play volleyball at the sports centre. I go every Wednesday. Do you want to come along?

A: Not really. I don't like volleyball. I prefer activities like listening to music or playing chess. I usually play at the chess club every Thursday. It's really fun!

B: I can't stand chess! I find it so boring. Do you like any kind of sport or activity?

A: Well, I only like jogging.

B: I love jogging. I go jogging every Friday afternoon. Why don't we get together this Friday?

A: Sure! See you on Friday.

In a minute write down as many sports as you can think of

- Explain the task and allow one minute for Ss to write as many sports as they can think of.
- Then, ask Ss to compare with their partner's answers.

(Ss' own answers)

1f

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

- Draw Ss' attention to the picture and the title of the text.
- Then, ask Ss to guess what the family's daily routine is.
- Play the recording. Ss listen and read the text to find out.

Answer Key

The Adair family lives on a farm. The parents are farmers and the children don't go to school; their mother teaches them at home.

2 Aim To read for specific information

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

Answer Key

1 Nebraska

2 school

3 6 am

4 5 hours

5 prepares food and lessons for the next day

3 Aim To read for specific information

- Ask Ss to look at the picture and try to identify the people based on the text.
- Check Ss' answers.

Answer Key

Allen is the man in the picture. Nancy is the woman on the right. Jane is the girl standing between the two parents. Eve is standing next to her mum and Madison is sitting next to her dad.

4 Aim To compare families

Tell Ss to read the text again and try to find similarities and differences between their family and the Adair family.

Suggested Answer Key

My family is smaller than the Adair family. My family lives in a bigger town than the Adair family. Both mothers teach children – but my mum works in a school, while Nancy teaches her own children. Allen starts work earlier than my dad. We go to bed later than the Adair family. Both my mum and Nancy go to bed late.

The daily routine of your favourite character

- Ask Ss to prepare a short presentation about their favourite character's daily routine without saying his/her name.
- Then, the rest of the Ss guess the person each S is talking about.

(Ss' own answers)

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

Fun Time 1

1 Aim To consolidate vocabulary learnt in the module

- Ask Ss to look at the two boxes A and B. Tell them to use the words/phrases from both boxes to make sentences.

Module 1

- Monitor the activity around the class. Invite Ss to read their sentences to the rest of the class.

Answer Key

walk the dog
go to school
play sports
surf the Net
do chores
watch TV
read a book
listen to music

Suggested Answer Key

Helen **walks the dog** every morning.
I **go to school** at 8 o'clock in the morning.
My sister likes **playing sports** in her free time.
Tom spends hours every day **surfing the Net**.
I always help my mum **do chores** at the weekend.
I usually **watch TV** in the evenings.
Georgi loves **reading a book** after work.
My dad **listens to music** in the afternoon.

2 To test knowledge learnt in the module

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

Answer Key

- 1 T
- 2 F (He's a farmer)
- 3 T
- 4 F (Karate is her passion)
- 5 F (5 members)

3 To write a quiz; to consolidate knowledge learnt in this module

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through Module 1 and think of quiz questions.
- As an extension, Ss can exchange their quiz with another pair and report back to the class.

Suggested Answer Key

- 1 Justin has his lessons over radio. (R)
- 2 Jackie can be a bit rude sometimes. (W – She can be a bit lazy sometimes)
- 3 The Adair family eats lunch together. (R)

- 4 Justin hates jigsaw puzzles. (W – He likes playing jigsaw puzzles)
- 5 Jackie watches TV at weekends. (DS)

4 To listen for specific information

- Ss read the first line of the song and try to guess why the singer is lucky.
- Play the recording. Ss listen and find out if their guesses were right.
- Check Ss' answers.

Answer Key

The singer is lucky because he has a family and he feels happy about it.

5 To express an opinion

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

Suggested Answer Key

Family is very important to me because they are the people who love me more in this world and they are always there for me, in good and bad days.

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

Revision 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 surf | 3 grow | 5 Doctors |
| 2 chores | 4 officer | |

2 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|------------|----------|----------|
| 1 wrinkles | 3 middle | 5 honest |
| 2 serious | 4 spiky | |

Module 1

3 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|------------------|-------------------|
| 1 do you leave | 6 does Brian live |
| 2 is performing | 7 go |
| 3 doesn't meet | 8 don't want |
| 4 live | 9 are you doing |
| 5 isn't studying | 10 are you |

4 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|------------------|----------------------------|
| 1 shorter | 4 friendlier/more friendly |
| 2 thinner | 5 better |
| 3 more energetic | |

5 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|------------------|--------------------|
| 1 better | 4 taller |
| 2 more expensive | 5 more interesting |
| 3 funnier | |

6 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 |
|-----|-----|-----|-----|-----|

Check your 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.

Fun Time

Topic

In this module Ss will explore the topic of fun activities, hobbies and sports.

Module page

35

Lesson objectives: To get an overview of the module

Vocabulary: fun activities (*sports match, visit to a museum, party, pop concert, vlogging, eating out, escape room, backyard camp*)

2a Reading

36-37

Lesson objectives: To predict information, to listen and read for specific information, to practise talking about hobbies, to write a short text about your hobby

Vocabulary: nouns (*paint, woods, field, spy, concentration, followers*); adjectives (*hurt, square-eyed*); hobbies (*archery, kart racing, golf, gardening, jewellery-making, painting, playing music, photography, ice skating*)

2b Grammar

38-39

Lesson objectives: To learn about the *past simple* – regular and irregular verbs (affirmative, negative, interrogative and short answers)

2c Skills

40-41

Lesson objectives: To talk about school events, to read for gist, to make a poster for the national hobby month, to write an email about an event you went to

Vocabulary: verbs (*perform, clap, raise, attend*); nouns (*tune, refreshment, juggling*); adjective (*outstanding*)

2d Grammar

42-43

Lesson objectives: To learn about past habits (*used to*), plurals and *this/that* – *these/those*

2e Everyday English

44

Lesson objectives: To listen, read and act out a dialogue talking about a past event

Vocabulary: verbs & phrases (*dance, play games, take pictures, listen to music, talk to friends, sing*)

2f Across Cultures

45

Lesson objectives: To predict content, to listen and read for gist, to prepare a presentation about a sporting event

Vocabulary: verbs (*score, clap, beat*); nouns (*pavillion; touchdown*); adjective (*exhausted*)

Fun Time 2

46

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

Revision 2

47

Monstertrackers! 1

48-49

Module 2

What's in this module?

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



Find the page numbers for

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

Answer Key

a poster (p. 41)

Do you make posters? Why do we make posters?

sports matches (p. 45)

Do you like playing sports? Do you like watching sports matches? Why (not)?

an email (p. 38, p. 41)

Do you write emails? Why do you send emails to your friends?

Vocabulary

1 a) To present vocabulary for fun activities

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

b) To match new vocabulary to pictures

- Draw Ss' attention to the pictures (1-8) and elicit which fun activity matches each picture.
- Check Ss' answers.

Answer Key

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

2 To practise using new vocabulary with personal examples

- Read the question aloud.
- Ask Ss to tell their partner what fun activities they like doing.
- Tell Ss they should use vocabulary from Ex. 1a.
- Monitor the activity around the class.

- Ask different Ss to talk about their favourite fun activities.

Suggested Answer Key

I really like going to parties and escape rooms. I think they're both great fun! Also, I love watching sports matches and eating out with my friends.

3 To create a flyer with fun activities

- Explain the task.
- Ask Ss in groups to make a flyer about ten activities teens can do indoors.
- Monitor the activity around the class and then ask some groups to share their answers with the rest of the class.

Suggested Answer Key

1 vlogging	6 painting
2 playing computer games	7 playing music
3 party	8 dancing
4 listening to music	9 watching a film
5 playing chess	10 visiting an art gallery

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

2a

1 To brainstorm for hobbies and leisure activities

- Ss books closed. Ask Ss to write down different hobbies and leisure activities in one minute.
- Then, ask Ss to compare their answers with their partner's.

(Ss' own answers)

2 To predict the content of a text; to listen and read for gist

- Ask Ss to look at the title of the text and the pictures.
- Then, ask Ss to guess where someone can play paintball and if video gamers take part in tournaments.
- Give Ss time to listen and read the text to find out.

Answer Key

Someone can play paintball in a large building, field or the woods. There are tournaments for video gamers all over the world.

3 **Aim** To read for specific information

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

Answer Key

Text A

1 F 2 DS 3 T 4 DS

Text B

5 T 6 T 7 F 8 F

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

Tell the class two reasons why you like/don't like paintball and video games

- Read the task and the example aloud.
- Ask Ss to read the text again and find two reasons they like/don't like each of these hobbies.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

Suggested Answer Key

I like paintball because it's energetic and thrilling.

I don't like video gaming because it's boring and difficult.

4 **Aim** To present vocabulary for hobbies

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

5 **Aim** To practise using vocabulary for hobbies

- Explain the task. Draw Ss' attention to the pictures in Ex. 4 again.
- Ss work in pairs.
- Ask Ss to decide which hobbies are creative and which are related to sports/adventure.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

Answer Key

Gardening, painting, jewellery-making, playing music and photography are creative hobbies. Archery, kart racing, golf and ice skating are related to sports/adventure.

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

- Explain the task. In pairs, Ss ask their partners which hobbies they like or dislike. Encourage them to use the adjectives in Ex. 6.
- Monitor the task around the class and ask some pairs to share their answers in class.

Suggested Answer Key

A: *Do you like archery?*

B: *Not really. I find it boring.*

A: *Do you like gardening?*

B: *Yes, a lot. I think it's relaxing., etc.*

7 **Aim** To write a short text

- Explain the task.
- Give Ss time to write a short text about their hobbies using their dictionaries to help them if necessary.
- Encourage Ss to include a picture.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

My hobby

*Doing your favourite hobby is a great way to relax. My name is Alex and my hobby is **playing the piano**. It's **an expensive** hobby to do. You **need to buy a piano because you also practise at home**. I think **playing the piano** is the perfect hobby for me. It's **really exciting**. Can you think of your life without a hobby?*

8 **Aim** To create a class album

- Explain the task and ask Ss to create a class album individually using their classmates' answers from Ex. 7.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

Module 2

2b

1 To present the *past simple* (affirmative and negative)

- Ss' books closed.
- Present the past simple for regular verbs. Say, then write on the board: *I walked to school yesterday morning.* Underline *I walked* 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 drove to work yesterday.* Underline *Mum drove* 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 play video games 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**. Notice that both regular and irregular verbs form their negative form in the same way.
- Ss' books open. Ask Ss to read the theory in the table and the **Note** boxes. Then, ask them to answer the questions.

Answer Key

We form past simple by adding *-ed* to the end of a regular verb. We form past simple by using the special verb form for irregular verbs.

2 To practise the *past simple* – regular and irregular verbs

- Explain the task and allow Ss time to complete it.
- Play the recording. Then, check Ss' answers and give them time to write them in their notebook.

Answer Key

1 come – came I	7 give – gave I
2 find – found I	8 look – looked
3 change – changed	9 go – went I
4 see – saw I	10 take – took I
5 want – wanted	11 listen – listened
6 have – had I	12 make – made I

3 To practise the *past simple* – regular and irregular verbs

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

Answer Key

1 went	6 cheered	11 didn't win
2 was	7 ran	12 decided
3 were	8 started	13 wasn't
4 began	9 laughed	14 returned
5 stood up	10 took	

4 To practise pronouncing the *-ed* ending

- Model the **-ed** endings. Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Check Ss' answers and elicit more verbs with the same sounds.

Answer Key

watched /t/	loved /d/	needed /ɪd/
wanted /ɪd/	played /d/	walked /t/

Suggested Answer Key

/t/ dressed, worked, brushed
 /d/ lived, returned, cheered
 /ɪd/ started, painted, visited

5 To present the *past simple* (interrogative and short answers)

- Ss' books closed.
- Present the past simple interrogative form. Say, then write on the board: *Did you walk to school yesterday?* 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. Ask Ss to read the theory in the table.

6 To practise the *past simple* (interrogative and short answers)

- Explain the task and read the example aloud.
- Ask Ss to ask and answer in pairs.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

Answer Key

- 2 A: Did you go to the museum on Saturday?
B: No. I didn't.
- 3 A: Did you go to school yesterday?
B: Yes, I did.
- 4 A: Did you wash your hair this morning?
B: No. I didn't.

7 To practise the past simple

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- 2 Did your mum drive you to school yesterday morning?
3 I didn't work in the garden last Thursday.
4 There weren't many people at the sports match yesterday.
5 Did Mr Smith go to the concert last Monday?
6 Did you visit the library two weeks ago?

8 To practise using time expressions with the past simple

- Explain the task and allow Ss time to complete it.
- Monitor the activity.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

*I played football with my friends yesterday.
I listened to music last night.
I didn't walk to school yesterday morning.
I watched a film at the cinema last Sunday.*

Game

To practise the past simple

- Explain the task. Each S adds a sentence to finish off the story.
- Monitor the activity around the class and when all Ss have added a sentence, read the story aloud in class.

Suggested Answer Key

*B: We bought new clothes for our school party.
C: Then, we decided to watch a film at the cinema.*

2c

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

- Ask Ss to look at the pictures and guess what events took place at Greenhill School during the school year.
- Ss listen and read the text to find out.

Answer Key

A school play, a school concert, a sports day and a summer fair took place at Greenhill School during the school year.

- Then allow Ss time to match the pictures to the events.
- Check Ss' answers.

Answer Key

1 D 2 B 3 A 4 C

2 To read for specific information

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

Answer Key

1 school play 3 the prizes 5 £2,000
2 band leader 4 won

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

3 To read for specific information

- Explain the task and give Ss time to work in pairs.
- Then check Ss' answers.

Suggested Answer Key

1 Which school play did the Year 10 students perform?
They performed the musical "Cats".
2 When did the School Sports day take place?
It took place at the end of June.

4 To listen for specific information

- Explain the task. Ask Ss to read the poster and then listen to fill in the gaps.
- Check Ss' answers.

Answer Key

1 Blackwood 3 November 5 Green
2 10 4 main hall

Module 2

5 To practise talking about an event

- Read the task and example aloud. In pairs, ask Ss to choose an event from Ex. 1 to ask and answer questions, as in the example.
- Check Ss' answers.
- Monitor the task around the class. Ask some pairs to present their dialogue in front of the class.

Suggested Answer Key

A: When was the sports day?

B: It was at the end of June.

A: Where did it take place?

B: It took place at the sports field.

A: What happened?

B: Saxon House won the game by 20 points.

6 To write an email

- Explain the task.
- Give Ss time to write an email about one of the events in the texts using their dictionaries if necessary.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Adrian!

How are you? I went **to the summer fair at Greenhill School yesterday**. It was **a great success**. There were **a lot of books, games, toys, cakes and refreshments to buy to help the charity**. I enjoyed **face painting and juggling very much**.

Bye for now,

Sorin

Prepare a poster and a short video for the national hobby month

- Explain the task.
- In groups, allow Ss time to think about activities to do to celebrate national hobby month at school and create a poster and a short video.
- Ask various groups to present their posters and videos to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

(Ss' own answers)

Famous people's hobbies

- Explain the task.
- Give Ss time to collect information about famous people and their hobbies.
- Ss present their famous person and then mime their hobby.
- Ask Ss to guess what the famous people like doing in their free time.

(Ss' own answers)

2d

1 To present *used to* for past habits

- Ss' books closed.
- Present *used to*. Say, then write on the board: *Jake used to play basketball when he was young*. Underline *used to* and explain that we use **used to + main verb** to talk about past habits. Give examples of how we form the negative and interrogative form of *used to*.
- Ss' books open. Ask Ss to read the theory in the table and the **Note** box.

2 To practise *used to*

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

Answer Key

2	didn't use/used	6	use
3	used to live/ lived	7	moved
4	left	8	use to have
5	used to travel/travelled		

3 To practise *used to*

- Explain the task and allow time for Ss to complete it.
- Ss answer the question about their grandparents.
- Check Ss' answers.

Answer Key

- 1 Daniel's grandparents didn't use to carry a mobile phone with them when they were young.
- 2 Daniel's grandparents used to go to the theatre when they were young.
- 3 Daniel's grandparents didn't use to have a satellite TV when they were young.
- 4 Daniel's grandparents didn't use to play video games when they were young.
- 5 Daniel's grandparents used to listen to vinyl records when they were young.

Suggested Answer Key

My grandparents didn't use to eat fast food when they were young.

My grandparents used to play with their friends every day when they were young.

My grandparents didn't use to do a lot of homework when they were young.

4 To practise *used to* with personal examples

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

Suggested Answer Key

A: *Did you use to play the piano when you were six?*

B: *No, I didn't.*

A: *Did you use to ride a bike when you were six?*

B: *Yes, I did., etc.*

Museum that shows the past

- Explain the task.
- Give Ss time to compare life in the past to life today.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

Suggested Answer Key

People used to travel by carriage in the past.

People didn't use to have mobile phones in the past.

People didn't use to have a fridge in the past.

5 To practise the plurals

- Ask Ss to read the **Note** boxes.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

2 a toothbrush – three toothbrushes

3 a baby – two babies

4 a woman – two women

5 a tomato – three tomatoes

6 a pen – two pens

7 a glass – two glasses

8 an apple – two apples

9 an egg – twelve eggs

10 a boy – three boys

11 an umbrella – four umbrellas

12 a fox – three foxes

6 To practise *this/that – these/those*

- Ask Ss to read the theory in the **Note** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 This, that

2 These, those

3 That, this

2e

1 To present situational language

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

2 To identify the content of a dialogue; to listen and read for gist

- Ask Ss to look at the picture and make a guess about what they think Randy did last night.
- Then, ask Ss to listen to and read the dialogue to find out.

Answer Key

Randy went to a party last night.

3 To learn synonymous phrases

- Ask Ss to go through the dialogue and then replace the phrases in the boxes with their alternatives.
- Check Ss' answers.

Answer Key

That's too bad. = *That's a shame.*

The music was awesome. = *I loved the music.*

You look excited. = *You look happy.*

I'm really sorry you didn't come. = *It's a pity you didn't come.*

4 To act out a dialogue

- Explain the task and read the invitation aloud. Then, ask Ss to work in pairs and act out their dialogues using the dialogue in Ex. 2 as a model and the **Activities** box.
- 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.
- Ss can also record themselves.

Module 2

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

Student A	Student B
Hi! You look happy! (Greet B. Give compliment.)	I am. I had a ... (Respond.)
Did you ...? (Ask B if he/she took sb with him/her.)	No. He/She doesn't like ... (Respond. Explain why he/she didn't come.)
That's too bad. What ...? (Comment. Ask B what he/she enjoyed about the party.)	The costumes ... I really ... (Respond.)
It sounds like ... (Comment.)	I did. It's a pity ... (Agree. Express sympathy.)
I know. Next time. (End conversation.)	

Suggested Answer Key

A: Hi Constantin! You look happy!
 B: I am. I had a great time at Mark's party last night.
 A: Did you take Alexander with you?
 B: No. He doesn't like fancy dress parties, so I went alone.
 A: That's too bad. What did you enjoy most about the party?
 B: The costumes were all awesome. I really loved the food and the music too.
 A: It sounds like you had a great time.
 B: I did. It's a pity you didn't come.
 A: I know. Next time.

5 To write a note

- Explain the task and give Ss time to complete it.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Mark!
 Thank you for inviting me to your fancy dress party. I can't wait to wear my costume and have lots of fun!
 Ioan

Game

 To write a note about a past event; to mime the activity

- Divide Ss in pairs. Ask them to write a funny note and then give it to their partner. Then, their partner has to use gestures to tell the class what the message is.
- The team with the biggest number of correct guesses wins the game.

(Ss' own answers)

2f

1 To introduce the topic and stimulate interest; to listen and read for gist

- Ask Ss to look at the title of the text and the picture.
- Then, ask Ss to tell you what they know about these sports and where they mostly play them.
- Give Ss time to listen and read the text to find out.

Suggested Answer Key

Cricket is a popular game in the UK. There are 11 players and they use a bat and a ball.
 American football is a popular game in the USA. There are also 11 players and they use an oval-shaped football.

2 To read for specific information

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

Answer Key

1 T 2 DS 3 F 4 DS 5 T

3 ICT To prepare a presentation of a sporting event

- Explain the task.
- Ss collect information and prepare a short presentation about a sporting event in their country.
- Assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

In Romania, we love sporting events. The biggest running event is the Bucharest Marathon. Last October, I attended

Module 2

it for the first time. It was an amazing experience. People of all ages participated; adults, teenagers, even children. My dad ran the half-marathon and I ran a 3,6 popular race. After the marathon, I was so tired, but very happy I took part in it.

Game instructions

- Ask Ss to think of a game. Tell them to collect information about the game and then give the rest of the class instructions how to play it.
- Allow time for Ss to complete.
- Ask various Ss to give their instructions to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

How to play football

Make two teams of eleven players.

One player of each team is the goalkeeper.

The players of each team aim to score a goal in the opponent's net.

Each team tries to protect their goal area.

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

Fun Time 2

1 a) To consolidate vocabulary learnt in the module

- Explain the task and allow time for Ss to complete.
- Let Ss think of other benefits of hobbies.
- Monitor the activity around the class. Invite Ss to read their sentences to the rest of the class.

Suggested Answer Key

My hobby relaxes me and challenges me. It also makes me feel free.

Other benefits of hobbies are that they make us feel happy and help us learn new things.

b) To consolidate vocabulary learnt in the module

- Explain the task.
- Monitor the activity around the class. Invite Ss to read their answers to the rest of the class.

Suggested Answer Key

I think people need to have a hobby to help them forget about their everyday worries and make them feel happy.

c) To consolidate vocabulary learnt in the module

- Explain the task.
- Ss work in pairs.
- Monitor the activity around the class. Then, invite Ss to present their new hobbies to the rest of the class.

Suggested Answer Key

Calligraphy club

Joining a calligraphy club is a new hobby everyone should try. Calligraphy is nice handwriting. You don't need a lot of equipment to take up this hobby: only a straight pen, black ink and tracing paper. What makes calligraphy special is that it's a relaxing hobby and you feel deeply satisfied when you see you can shape beautiful letters.

2 To test knowledge learnt in the module

- Explain the task.
- Allow Ss time to read the quiz and think of the answers. Tell Ss they may look back through the module for the information if necessary.
- Alternatively, you may allow Ss to review the module and find relevant information to answer the questions.
- Check Ss' answers.

Answer Key

- 1 T 3 DS
2 DS 4 F (in the UK, cricket is very popular)

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 Alex is a talented video gamer. (T)
2 Patrick scored 58 runs. (F – He scored three touchdowns)
3 You can play paintball near the sea. (DS)
4 Cricket players aren't polite. (F – being polite and a sportsman is as important as winning)

Module 2

4 **Aim** To predict content; to listen and read for gist

- Ss read the title of the song and try to guess what the song could be about.
- Play the recording. Ss listen and find out if their guesses were right.

Answer Key

The song is about the busy routine of a teenager.

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

5 **Aim** To compare routines

- Read the rubric aloud and tell Ss to write the person's routine. Then, Ss compare their routine with the person's.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Answer Key

On Mondays, he plays football. On Tuesdays, he meets friends. On Wednesdays, he plays basketball. On Thursdays, he goes shopping. On Fridays, he goes swimming and rides his bike. On Saturdays, he watches TV and stays up late and on Sundays he has lots of fun.

Suggested Answer Key

On Mondays, he plays football, but I do my homework. On Tuesdays, he meets friends, but I go swimming. On Wednesdays, he plays basketball, but I play football. On Thursdays, he goes shopping, but I listen to music. On Fridays, he goes swimming and rides his bike. I also ride my bike on Fridays. On Saturdays, he watches TV and stays up late and on Sundays he has lots of fun. At the weekend, I have lots of fun, just like him!

Revision 2

1 **Aim** To consolidate vocabulary from the module

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

Answer Key

1 concentration 3 beat 5 tournament
2 supported 4 talented

2 **Aim** To consolidate vocabulary from the module

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

Answer Key

1 scored 3 party 5 escape
2 success 4 concert

3 **Aim** To consolidate grammar from the module

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

Answer Key

1 didn't play 3 gave 5 didn't want
2 wore 4 loved

4 **Aim** To consolidate grammar from the module

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

Answer Key

1 use 3 used 5 used to
2 go 4 travelled

5 **Aim** To consolidate grammar from the module

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

Answer Key

1 foxes 5 teeth 9 leaves
2 glasses 6 tomatoes 10 babies
3 men 7 feet
4 children 8 radios

6 **Aim** To consolidate everyday English from the module

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

Answer Key

1 d 2 a 3 e 4 b 5 c

Monstertrackers! 1

The Naga

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 read the text to find out if their guesses were correct.

Answer Key

The Naga

2 To read for specific information

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

Answer Key

- 1 *The Naga lives in the Mekong River in Thailand.*
- 2 *It's like a huge snake with a dragon's head.*
- 3 *The fireballs are the size of tennis balls.*
- 4 *Boogey fell into the river.*
- 5 *The Naga saved him.*

- Play the video for Ss and elicit their comments.

3 To label the pictures

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

Answer Key

- | | | |
|-------------------|-----------------|---------------------|
| 1 <i>barge</i> | 5 <i>sink</i> | 9 <i>sneeze</i> |
| 2 <i>fireball</i> | 6 <i>drown</i> | 10 <i>save</i> |
| 3 <i>lean</i> | 7 <i>snake</i> | 11 <i>swim away</i> |
| 4 <i>fall</i> | 8 <i>dragon</i> | |

4 To complete a summary

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

Answer Key

- | | | |
|-----------------|--------------------|----------------|
| 1 <i>snake</i> | 4 <i>fireballs</i> | 7 <i>sank</i> |
| 2 <i>dragon</i> | 5 <i>leaned</i> | 8 <i>saved</i> |
| 3 <i>barge</i> | 6 <i>fell</i> | |

5 To change the ending of the story

- Divide Ss in groups. Each group thinks of another ending to the story after picture 4.
- Give Ss time to complete the task.
- Allow some groups of Ss to act out the story in front of the class.

Suggested Answer Key

Picture 5

B: *What's going on? Did you or the Naga save me?*

T: *We saved you, Boogey, but now the Naga is after us!*

C: *Look out, Tracker! The Naga is throwing fireballs!*

Picture 6

The next day...

C: *What a great picture of you and the Naga, Boogey! It seems that he really liked you!*

B: *Well, I certainly prefer meatballs to fireballs!*

Fact or Fiction?

'Nag' means snake in Sanskrit. Fiction (It means old horse.)

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

Check your progress

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

Healthy habits

Topic

In this module Ss will explore the topic of healthy/unhealthy habits, food & cooking methods, injuries/accidents.

Module page

51

Lesson objectives: To get an overview of the module

Vocabulary: healthy/unhealthy habits (*get a good night's sleep, have a hobby, eat fruit & vegetables, do a physical activity, drink plenty of water, eat too much junk food, surf the Internet for too long, play video games too often, eat late at night, watch too much TV*)

3a Reading

52-53

Lesson objectives: To listen and read for specific information, to learn about food and cooking methods, to research for specific information, to create your own dish

Vocabulary: phrasal verb (*run out of*); nouns (*sauce, ingredient, heart, liver, lungs, oatmeal, spices, stomach, fine dining, peasant food*); adjectives (*spicy, stuffed*); food & cooking methods (*eggs, potatoes, lamb chops, duck legs, turkey breast, chicken wings, fried, boiled, grilled, roasted, steamed, baked, mashed, scrambled*)

3b Grammar

54-55

Lesson objectives: To learn and practise the *past continuous*

3c Skills

56-57

Lesson objectives: To predict information, to listen and read for gist, to read for specific information, to relate an imaginary experience, to learn vocabulary for injuries/accidents, to listen for specific information, to write a story

Vocabulary: verbs (*spot, recover*); nouns (*waterfall, thought*); adjective (*experienced*); phrase (*keep alive*); injuries/accidents (*burn your hand, twist your ankle, pull a muscle, hit your head, sprain your wrist, bruise your eye, break your leg, cut your leg*)

3d Grammar

58-59

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

3e Everyday English

60

Lesson objectives: To listen, read and act out a dialogue about ordering breakfast, to pronounce ou

Vocabulary: verbs (*order, offer*); nouns (*omelette, filling*); adjectives (*light, plain*)

3f Across Cultures

61

Lesson objectives: To read and listen for gist, to read for specific information, to research for specific information, to write about typical food people eat for breakfast in Romania

Vocabulary: nouns (*sausage, black pudding, porridge, French toast, maple syrup, hash brown*)

Fun Time 3

62

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

Revision 3

63

What's in this module?

Read the title of the module *Healthy habits* 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.



Aim Find the page numbers for

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

Answer Key

a menu (p. 60)

Where do you normally see menus? Do you have a menu at home? Do you think it is helpful to have a daily/weekly menu? etc

a picture story (p. 57)

Where can you find picture stories?, etc

a recipe (p. 62)

Why do we use recipes? Do you know any recipes? etc

Vocabulary



1 Aim To present vocabulary for healthy/unhealthy habits

- Draw Ss' attention to the pictures. Play the recording.
- Ss listen and repeat chorally and/or individually.
- Check Ss' intonation and pronunciation.



2 Aim To practise vocabulary for healthy/unhealthy habits

- Draw Ss' attention to the pictures. Present the example and ask Ss to form sentences following the example.
- Monitor the activity around the class.
- Check Ss' answers around the class.

Suggested Answer Key

Have a hobby.

Eat fruit & vegetables.

Do a physical activity.

Drink plenty of water.

Don't surf the Internet for too long.

Don't play video games too often.

Don't eat late at night.

Don't watch too much TV.

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

3a



1 Aim To listen and read for gist

- Ask Ss to look at the pictures and the text and elicit Ss' answers to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I don't know how these foods came to be.



2 Aim To read for specific information

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

Answer Key

1 Peking

3 Caesar Cardini

2 onions, cucumbers

4 mashed potatoes

and a spicy sauce

5 Romans or Vikings

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



3 Aim To read for comprehension

- Ask Ss to read the questions (1-3).
- Give Ss time to read the text again and complete the task.
- Check Ss' answers around the class.

Answer Key

1 *We use slices of roast duck, served with onions, cucumbers and a spicy sauce.*

2 *Caesar Cardini, a chef created the Caesar salad. One day, he ran out of ingredients and made a salad out of whatever he could find in his kitchen.*

3 *The peasants were the first people in Scotland to eat haggis.*

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



4 Aim To consolidate information in a text with prior knowledge

Ask Ss to discuss in pairs and then elicit answers from Ss around the class.

Suggested Answer Key

I didn't know anything about Peking duck. I learnt what Peking duck is and that, at first. People made it for the Chinese emperor. I knew what the ingredients for Caesar

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salad were, but I didn't know who created it. I knew that haggis is the national dish of Scotland. I learnt that haggis is sheep's heart, liver and lungs, oatmeal and spices, inside a sheep's stomach.

5 To introduce and practise new vocabulary related to food & cooking methods

- Go through the rubric and the cooking methods and food and elicit the meaning of any unknown vocabulary. Elicit how a food is cooked. Go through the cooking methods and write on the board:

Answer Key

eggs: fried, boiled, scrambled

potatoes: fried, boiled, roast, steamed, baked, mashed

lamb chops: grilled, roast

duck legs: fried, grilled, roast, baked

turkey breast: fried, boiled, grilled, roast

chicken wings: fried, grilled, roast

- Ask two Ss to read out the example and allow Ss time to ask and answer in pairs following the example.
- Monitor the activity around the class and then elicit exchanges from Ss around the class.

Suggested Answer Key

A: How do you like your potatoes – boiled or steamed?

B: Actually, I prefer them mashed. How do you like your lamb chops – roast or grilled?

A: I prefer them grilled. How do you like your duck legs – roast or grilled?

B: Actually, I prefer them fried. How do you like your turkey breast – fried or grilled?

A: I prefer it grilled. How do you like your chicken wings – grilled or roast?

B: Actually, I prefer them fried.

6 To develop research skills

- Explain the task and give Ss time to collect information and write a short text about how pizza Margherita or French toast got their names.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task for HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

The common myth about Margherita pizza is that in 1889, the Italian king, Umberto I, and his queen, Margherita, visited Naples. During their stay, the queen

got tired of palace food and asked to see the best pizza chef in the city, Raffaele Esposito. She asked him to make her three pizzas, but she didn't like the first two. The only one she liked was the one with tomato sauce, mozzarella cheese and basil. Raffaele Esposito decided to name it after her, and so Margherita pizza got its name. However, there are reports of the same type of pizza in Italy that people made over 20 years earlier. In addition, some historians think that it's not a coincidence that the queen's favourite pizza was the same colours – red, white and green – as the Italian flag!

7 To create your own dish

- Ask Ss to create their own dish.
- Tell Ss they can go online and research for interesting ideas. Ss should not copy any recipes, but create their own. Remind them to cover all the points in the rubric.
- Give Ss time to prepare their recipes. Explain that they have to list the ingredients, then write the method. Each instruction starts on a separate line. Ask Ss to present their dish to the class.
- Alternatively, assign the task for HW and ask Ss to present a recipe for their dish in the next lesson.

Suggested Answer Key

Name: Mediterranean Mushroom Pasta

Ingredients: 10 mushrooms, 1 clove of garlic, pasta, olive oil, a handful of olives

Method:

- Slice the mushrooms and chop the garlic into very small pieces.
- Fry the mushrooms and garlic in a small amount of olive oil.
- Boil the pasta and drain it.
- Mix the mushrooms and garlic into the pasta with a little extra olive oil. Add a handful of olives, with their stones removed.
- Serve with grated cheese on top.

Good morning everyone.

Today, I would like to present my dish called Mediterranean Mushroom Pasta. It includes olives and olive oil, which come from the Mediterranean, and the main ingredients are mushrooms and pasta.

First, slice ten mushrooms and chop a clove of garlic into very small pieces. Next, fry the mushrooms and garlic in a small amount of olive oil. After that, boil the pasta and drain it, then mix in the mushrooms and garlic with a

little extra olive oil. Add a handful of olives, with their stones removed, and then serve the dish with grated cheese on top. Enjoy! Does anyone have any questions? Thank you for listening.

8 To design your own restaurant

- Tell Ss they can go online and research for interesting ideas. Ss should not copy any logos or slogans but create their own. Remind them to cover all the points in the rubric.
- Alternatively, assign the task for HW and ask Ss to present their restaurant in the next lesson.

Suggested Answer Key

My restaurant looks like an American Diner in the 70s. It has guitars and records on the walls. My slogan for my restaurant is 'Eat the best and leave the rest.'

This is the restaurant's healthy menu:

Starters: Carrot Soup
Spinach Pie

Main Courses: Roast chicken and boiled rice
Steamed Dumplings
Grilled Beef and mashed potatoes

Desserts: Carrot Cake
Green Tea Frozen Yoghurt

Background Information

Beijing is the capital of the People's Republic of China and one of the most populous cities in the world with a population of about 22 million people. The city's history dates back three thousand years. The city is famous for its palaces, temples, parks, gardens, tombs, walls and gates. Its art treasures and universities have made Beijing a centre of culture and art in China.

Cape Town is a coastal city in South Africa located on the shore of Table Bay. The city is famous for its harbour, for its natural setting in the Cape Floristic Region, as well as for well-known landmarks such as Table Mountain and Cape Point.

South Africa is a country in Africa. It shares borders with Namibia, Botswana, Zimbabwe, Mozambique and Swaziland and coastlines with the South Atlantic and Indian Oceans. It is a multiethnic society with a wide variety of cultures, languages and religions. South Africa recognises 11 official languages and it has a population of about 59 million people.

Julius Caesar was a Roman statesman and general. He played an important role in the rise of the Roman Empire and he became the first Roman general to build a bridge across the Rhine and conduct the first invasion of Britain.

Birmingham is the most populous British city outside London. Birmingham is a major international commercial centre and an important transport, retail, events and conference hub. Birmingham's six universities make it a centre of higher education. It is also home to the City of Birmingham Symphony Orchestra, the Birmingham Royal Ballet and the Barber Institute of Fine Arts.

England 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.

Tijuana is the largest city in the state of Baja California, in Mexico. Tijuana has a strong influence on economics, education, culture, art, and politics. The population is about 2.2 million people.

Sydney is on Australia's south-east coast, on the Tasman Sea. It is the state capital of New South Wales and the most populous city in Australia. Famous landmarks include the Sydney Opera House and the Harbour Bridge.

Vikings were people from Scandinavia, who raided and traded across wide areas of northern and central Europe during the late 8th to late 11th centuries.

3b

1 To present and revise the *past continuous* (affirmative and negative form)

- Ss' books closed. Say then write on the board: *I was studying yesterday*. Explain/Elicit how the past continuous affirmative is formed (**personal pronoun + was/were + 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 studying yesterday*. Explain/Elicit how the past continuous negative is formed (**personal pronoun + wasn't/weren't + verb + -ing**). Explain that this is the same in all persons.

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- Do a drill with Ss. Write on the board: *I was sleeping last night*. Give Ss different subject pronouns, Ss substitute the subject, as in the example. (e.g. T: Tom S1: Tom was sleeping last night. T: The dog S2: The dog was sleeping last night.)
- Do similar drills for the negative form.
- Ss' books open. Read the theory, read the **Note** box and answer 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.

2 To practise the past continuous (affirmative form)

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

Answer Key

- | | |
|---------------|-----------------|
| 2 was making | 5 was shopping |
| 3 was playing | 6 were vlogging |
| 4 were having | |

3 To practise the past continuous

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

Answer Key

- 2 wasn't watching, was tidying her room
3 weren't sleeping, were having lunch
4 wasn't playing, was watching TV
5 weren't having, were playing basketball

4 To practise the past continuous

- Explain the task and ask Ss to mime their activities to each other.
- Monitor the task around the class.

Suggested Answer Key

I was washing the dishes at 10:30 yesterday morning.
I was reading a book at 12 noon last Monday.
I was listening to music at 4:00 last Friday afternoon.
I was watching TV at 8 o'clock last Sunday evening.

5 To present and revise the past continuous (interrogative form)

- Ss' books closed. Say then write on the board: *Was I studying yesterday?* Explain/Elicit how the past continuous interrogative is formed (**was/were + personal pronoun + verb + -ing**). Explain that this is the same in all persons.
- Do similar drills for the interrogative form.
- Ss' books open. Read the **Note** box and the table.

6 To practise the past continuous (interrogative form)

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

Answer Key

- 1 Was Mary sleeping, she wasn't
2 Were the children having, they were
3 Was Tony cooking, he wasn't
4 Were you going, I was
5 Were they packing, they were

7 To practise the past continuous

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

Answer Key

- 2 Were they having a picnic? Yes, they were.
3 Were the children sleeping? No, they weren't.
4 Were Mr and Mrs Brown eating? No, they weren't.
5 Were they having a nice time? Yes, they were.

Game

8 To practise the past continuous

- Explain the game.
- The Ss are divided into two teams. Each team takes turns making sentences with the words in the boxes. The team that makes the most sentences wins.

Suggested Answer Key

Team A: *I was cooking dinner when I burnt my finger.*
Team B: *Sam was watching TV when the lights went out.*
etc

3c

- 1 a) **Aim** To introduce the topic and predict the content of a text
- Direct Ss' attention to the pictures and allow them a minute to read the introduction.
 - Play the recording. Elicit Ss' guesses as to what they think happened.

Suggested Answer Key

I think Hayden Adcock had an accident in the jungle and a helicopter spotted him and saved him.

- b) **Aim** To listen for confirmation

Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

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

- Explain the task and allow Ss some time to read the text and complete it. Ss should provide evidence from the text.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 a well-known waterfall.
- 2 a T-shirt, shorts and walking shoes.
- 3 into a river.
- 4 seeing his family and friends again.

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

- 3 **Aim** **THINK!** To relate an imaginary experience

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

Suggested Answer Key

I was hiking through the national park in Laos, Thailand. As I was walking back from my visit to a waterfall, I realised I was lost. Suddenly, some big lizards ran towards me and I started running through the forest. I cut myself and fell into the river. I decided to wait near the waterfall for someone to rescue me. Night after night, animals scratched and bit me, and for three days, I couldn't move my hands or feet. Thinking about seeing my family and friends again kept me alive. Finally, a

helicopter spotted me and took me to a hospital in Bangkok. I feel so lucky to be alive.

Background Information

Laos is located in south-eastern Asia, north-east of Thailand and west of Vietnam. There are mostly mountains with some plains. The capital city of Laos is Vientiane.

Thailand lies in the heart of south-east Asia. Its capital city is Bangkok. It has got a tropical climate. Thai is the official language.

Bangkok is the capital city of Thailand. It is also Thailand's largest city. It's the world's 22nd largest city by population. People also call it 'Venice of the East' because of its canals.

- 4 **Aim** To present and practise vocabulary related to injuries and accidents

- Play the recording with pauses. Ss listen and repeat chorally or individually.
- Elicit Ss' answers around the class.

Answer Key

- | | |
|--------------------------|-----------------------|
| 2 She twisted her ankle. | 6 He bruised his eye. |
| 3 He pulled a muscle. | 7 She broke her leg. |
| 4 He hit his head. | 8 She cut her leg. |
| 5 He sprained his wrist. | |

- 5 **Aim** To listen for specific information

- Explain the task and play the recording.
- Allow Ss time to complete it and check their answers.

Answer Key

C, A, B

- 6 **Aim** To write a story

- Explain the task, read the **Note** box and allow Ss time to complete it.
- Then check Ss' answers.
- Alternatively, assign for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Last winter, my friend Bob and I were having a wonderful time on holiday. We were skiing in the French Alps. Suddenly, we heard a terrible sound coming from behind

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us. We turned around and saw a huge avalanche. It was heading down the mountain towards us. We skied as fast as we could, but it hit us quite hard. I wasn't hurt, but Bob broke his leg. I tried to keep Bob warm and made sure that he didn't move his leg. We had to wait for someone to rescue us. Then, I heard a helicopter. I started waving to attract their attention and luckily they saw us and lifted us to safety. We were both happy and relieved.

3d

1 To compare the *past simple* and the *past continuous*

- Ss' books closed. Say then write on the board: *At 10 pm last night, I was driving home.* Explain/Elicit that we don't know when you set off or when you got home only that the action was in progress at a stated time in the past.
- Say then write on the board: *I arrived home at 11 pm.* Explain/Elicit that the action was completed at a stated time in the past.
- Say then write on the board: *I was listening to the radio while I was driving.* Ask Ss to say how many actions there were (2) and when they were happening (at the same time).
- Say then write on the board: *I drove home and then I went to bed.* Ask Ss to say how many actions there were (2) and when they happened (one after the other).
- Elicit the rules for the use of the past simple and the past continuous (past simple = a completed action at a stated time in the past, actions that happened one after the other in the past; past continuous = an action in progress at a stated time in the past, actions that happened at the same time in the past).
- Ss open their books. Read out the theory box.

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

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

Answer Key

- | | | |
|----------------|--------|-----------------|
| 1 called | 3 came | 5 were sleeping |
| 2 were sitting | 4 saw | 6 met |

3 To practise the *past simple* and the *past continuous*

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

Answer Key

- | | |
|----------------|------------------|
| 1 was | 6 were screaming |
| 2 saved | 7 were watching |
| 3 became | 8 carried |
| 4 was climbing | 9 was holding |
| 5 fell | 10 filmed |

4 To practise the *past simple* and the *past continuous*

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- | | |
|----------------|--------------------|
| 1 was cleaning | 4 Was Mark calling |
| 2 was tidying | 5 Was Neill doing |
| 3 saw | 6 wasn't sleeping |

5 To practise using the *past simple* and the *past continuous*

- Explain the task and give Ss time to complete it.
- Check Ss' answers and give them time to write them in their notebook.

Answer Key

- | | |
|--------------------|-----------------|
| 1 was sleeping | 8 were walking |
| 2 was eating | 9 decided |
| 3 went | 10 were waiting |
| 4 was still trying | 11 was |
| 5 left | 12 asked |
| 6 went | 13 were talking |
| 7 were jogging | 14 was taking |

6 To practise using the *past simple* and the *past continuous*

- Explain the task. 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 share their answers with the rest of the class.

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Answer Key

- 2 Was Becky taking a shower at 8:30 am?
No she wasn't. She was eating breakfast.
- 3 Were Becky and Cristina getting dressed at 9:45 am?
No, they weren't. They were walking through the park.
- 4 Were they jogging in the park at 11am?
No, they weren't. They were sitting at a café.
- 5 Was Becky talking to the actor for an hour?
Yes, she was.
- 6 Was Cristina talking on her phone all the time?
No, she wasn't. She was taking pictures with her phone.

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

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

Suggested Answer Key

- 1 it was raining
- 2 were eating breakfast
- 3 was studying (while) my mum was cooking dinner
- 4 was reading (when) the lights went out
- 5 parents and I visited my grandparents

3e

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

- Ask Ss to read the first and last exchanges of the dialogue and guess what it's about.
- Then play the recording and Ss listen and read to find out if their guesses were correct.

Answer Key

The dialogue is about someone who is ordering breakfast.

2 **Aim** To learn synonymous sentences

- Read out the phrases. Refer Ss back to the dialogue and elicit which of the underlined phrases are synonymous with each one from various Ss around the class.
- Give them time to match the synonymous sentences.
- Check Ss' answers.

Answer Key

Is it too late to order breakfast? – Do you still serve breakfast?
I'd prefer something lighter. – I don't want to eat a heavy meal.

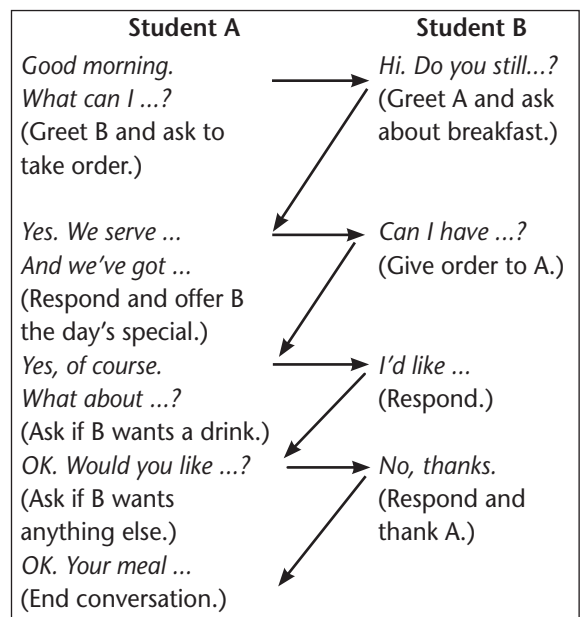
What would you like to drink? – What about a beverage?
Can I get you anything else? – Would you like anything else?

I'll bring your order in the moment. – Your meal will be ready soon.

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

3 **Aim** To role play a dialogue ordering breakfast

- Explain the task and tell Ss to use the menu to help them complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- 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 ask some pairs to act out the dialogue in front of the class.



Suggested Answer Key

A: Good morning. What can I get you?
 B: Hi. Do you still serve breakfast?
 A: Yes. We serve breakfast until noon. And we've got a special offer today – Omelettes for just £4.00.
 B: Can I have pancakes, please?
 A: Yes, of course. What about a beverage?
 B: I'd like some coffee, please.

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A: OK. Would you like anything else?

B: No, thanks.

A: OK. Your meal will be ready soon.

4 To practise pronouncing ou

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

Imagine you have a restaurant. Create a website to advertise it. Then think of a healthy menu. Present it to class.

- Explain the task and give Ss time to complete it.
- Alternatively assign the task as HW.

(Ss' own answers)

3f

1 To introduce the topic; to read for gist

- Direct Ss' attention to the title of the text and the pictures and elicit how breakfast in the UK is similar/different to breakfast in Canada.
- Allow Ss time to read through the texts and find out.

Suggested Answer Key

Breakfast in the UK is very different to breakfast in Canada. The only things that they have in common are eggs, bacon and sausages.

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

2 To read and listen for key information; to compare breakfast habits of two countries

- Explain the task.
- Play the audio and ask Ss to listen and follow the text, in their books.
- Then ask Ss to compare the breakfast habits of people in the UK and in Canada in pairs following the example.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

A typical British breakfast includes eggs, bacon, sausages, baked beans, toast, black pudding, fried mushrooms and tomatoes. A typical Canadian breakfast includes French

toast, pancakes and maple syrup, eggs, bacon, sausages and hash browns. During the week, English people eat porridge or cereal for breakfast and Canadians eat cereal, yoghurt or fruit.

3 **ICT** To develop research skills

- Read out the rubric and then give Ss time to research online and find typical foods people eat for breakfast in Romania. Ask Ss write a text. Invite various Ss around the class to read their texts aloud.
- Alternatively assign the task as HW and ask Ss to read their texts to the class in the next lesson.

Suggested Answer Key

People in Romania like to eat eggs, bread, smoked ham, tomatoes and zacusca.

What food/drinks do your classmates prefer for lunch? Discuss, then create a group chart that shows your preferences.

- Read out the rubric and then give Ss time to research what their classmates like to eat for lunch.
- Then Ss make a chart and present it to the class.

(Ss' own answers)

Fun Time 3

1 **ICT** To read for specific information

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

Answer Key

Ingredients they have got

cocoa powder
butter
chocolate
flour

Shopping list

sugar
eggs
vanilla flavouring
cream

2 To test knowledge learnt in this module

- Explain the task. Allow Ss some time to read the statements and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to mark the statements correctly.
- Check Ss' answers.

Answer Key

1 F 2 T 3 F 4 F 5 T

Module 3

3 To write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz questions in pairs.
- Ss can use the quiz in Ex. 2 as a model.
- Ss swap their quizzes with another pair and do it, then report back to the class.

Suggested Answer Key

- 1 *Beijing was once Peking. (T)*
- 2 *Caesar salad came from Mexico. (T)*
- 3 *People serve haggis with onions and cucumbers. (F – with mashed potatoes)*
- 4 *Hayden Adcock got lost for over ten days. (T)*
- 5 *Binti Jua is a woman. (F – a gorilla)*

Song

4 To read for lexis-grammatical structure

Explain the task and allow Ss time to fill in the gaps.

Answer Key

- | | | |
|---------------|----------------------|---------------|
| 1 <i>food</i> | 3 <i>steam</i> | 5 <i>meat</i> |
| 2 <i>beat</i> | 4 <i>ingredients</i> | 6 <i>pies</i> |

5 To listen for confirmation

- Play the recording. Ss listen and check answers.
- Play the video and elicit Ss' comments.

Revision 3

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|-----------------|----------------------|-----------------|
| 1 <i>boiled</i> | 3 <i>sausages</i> | 5 <i>mashed</i> |
| 2 <i>bake</i> | 4 <i>ingredients</i> | |

2 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|------------------|--------------|-----------------|
| 1 <i>twisted</i> | 3 <i>hit</i> | 5 <i>pulled</i> |
| 2 <i>burnt</i> | 4 <i>cut</i> | |

3 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|------------------------|------------------------------------|
| 1 <i>went</i> | 5 <i>visited</i> |
| 2 <i>were sleeping</i> | 6 <i>were playing, was cooking</i> |
| 3 <i>were driving</i> | 7 <i>left</i> |
| 4 <i>broke</i> | 8 <i>was watching</i> |

4 To consolidate grammar

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

Answer Key

- | | |
|---------------------------|------------------------------|
| 1 <i>was eating</i> | 5 <i>Were they listening</i> |
| 2 <i>while</i> | 6 <i>Did you sleep</i> |
| 3 <i>weren't sleeping</i> | 7 <i>was playing</i> |
| 4 <i>when</i> | 8 <i>didn't rain</i> |

5 To consolidate Everyday English learnt in the module

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

Answer Key

- 1 *Are you still serving breakfast?*
- 2 *What can I get you?*
- 3 *I'd like some tea, please.*
- 4 *Would you like anything else?*

Check your 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.

The Community

Topic

In this Module Ss will explore the topics of shops and public buildings and city life and country life.

Module page

65

Lesson objectives: To get an overview of the module

Vocabulary: Shops & public buildings (*hairdresser's, greengrocer's, hospital, butcher's, police station, library, post office, florist's, baker's, chemist's, fire station, school*)

4a Reading

66-67

Lesson objectives: To predict information, to listen and read for specific information, to practise talking about life in the city/country, to express an opinion, to learn connectors (*too, and, but, however*), to compare places

Vocabulary: verb (*freeze*); nouns (*trail, trendy*); adjectives (*tree-lined, picturesque, cosmopolitan, trendy*)

4b Grammar

68-69

Lesson objectives: To learn *there is/there are*, to learn prepositions of place

4c Skills

70-71

Lesson objectives: To predict information, to listen and read for specific information, to listen for specific information, to write an email, to reply to an email, to design a house from recycled materials

Vocabulary: nouns (*treetop, cave, courtyard*); adjective (*cosy*); phrase (*thatched roof*)

4d Grammar

72-73

Lesson objectives: To learn prepositions of movement, to learn adverbs of manner – time – place, to write a paragraph giving directions

4e Everyday English

74

Lesson objectives: To listen, read and act out a dialogue asking for information in shops/public places

4f Across Cultures

75

Lesson objectives: To listen and read for specific information, to compare places, to express an opinion, to write about Bucharest

Vocabulary: verbs (*mean, govern*); phrasal verb (*run through*); nouns (*skyscraper, congress, memorial*)

Fun Time 4

76

Lesson objectives: To learn about the value of caring about places of natural beauty, to prepare a video about nature reserves, to do a quiz, to write a quiz, to read for cohesion and coherence, to develop critical thinking skills (*identify attitude*)

Revision 4

77

Monstertrackers! 2

78-79

What's in this module?

Read the title of the module *The Community* 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.



Aim Find the page numbers for

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

Answer Key

a map (p. 68 or p.72)

What does a map help you to do? Do you use maps? Why (not)?

an email (p. 71)

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

an aquarium (p. 74)

Is there an aquarium in your area? What can you see/do there? How often do you visit it? Do you like it there?

Vocabulary



1 Aim To present vocabulary for shops and public buildings

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Draw Ss' attention to the pictures (A-L) and ask various Ss to read out the shops and public buildings (1-12).
- Elicit which shop or public building matches which picture.
- Then, check Ss' answers.

Answer Key

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



2 Aim To personalise the topic

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

Suggested Answer Key

I live in a small, quiet neighbourhood. There is a baker's, a butcher's, a greengrocer's and a chemist's, but there isn't a hospital or a florist's.

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

4a



1 Aim To predict the content of the text

- Direct Ss' attention to the pictures and the title and allow them one minute to read the introduction.
- Elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen, follow the text in their books, and check their guesses.

Suggested Answer Key

Lisbon in Maine, USA is a small town, but Lisbon in Portugal is a large cosmopolitan city.



2 Aim To read for specific information

- Allow Ss some time to read the text and mark the statements.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers. As an extension Ss can correct the false statements.

Answer Key

1 F – Lisbon is a small town in the state of Maine in the USA.

2 DS

3 T

4 DS

5 T

6 F – Thousands of tourists visit it.

7 F – Restaurants serve local or international dishes.

8 F – There are trendy nightclubs and cafés.

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



3 Aim To personalise the topic; to express an opinion

- Explain the task. Allow Ss a few minutes to formulate their answers about which place they prefer and why.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I would live in Lisbon in Maine, USA because I like the tree-lined streets and the houses with the gardens. It is nice to be close to nature.

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4 To categorise features of life in the city/ countryside

- Explain the task.
- Ask Ss to copy the table in their notebooks. Allow Ss a few minutes to list all the points in the correct box and add their own ideas.
- Check Ss answers on the board.

Suggested Answer Key

	Life in the city
Positive	• lots of schools and universities • good public transport (buses, trains, trolleys, etc.) • theatres and cinemas • lots of shops & malls • lots of jobs • tall, modern buildings • lots of services (banks, post office, etc.) • a lot of hospitals/doctors • a lot of restaurants
Negative	• too many cars on the streets • pollution • too many people • cost of living is expensive • can be dangerous
	Life in the countryside
Positive	• quiet and calm • beautiful gardens • friendly people • clean air • fresh food • not many cars on the streets • lots of forests, rivers, etc. • cost of living is cheap
Negative	• lack of public transport (buses, trains, etc.) • not much entertainment (cinemas, theatre, etc.) • very few jobs • not close to shops and services • may feel lonely • very few doctors/hospitals

5 To personalise the topic; to express an opinion

- Explain the task.
- Ask a S to read out the example.
- Elicit answers from various Ss around the class.

Suggested Answer Key

I like living in the countryside because there is clean air and fresh food. You can live a healthy life and there are friendly people. Also, there aren't many cars on the streets and it is quiet and calm.

6 a) To revise/learn connectors (too, and, but, however)

- Read the task and ask Ss to read out the example sentences.
- Elicit the Ss' answers to the question.

Suggested Answer Key

We use 'too' to add similar points. We use 'and' to list similar points. We use 'but' to add opposing ideas. We use 'however' to show contrast.

b) To compare two places; to practise the use of connectors (too, and, but, however)

- Explain the task. Write the two locations on the board and ask various Ss around the class to offer comparisons and make notes under the headings. (e.g. *Lisbon in the USA is a small town, but Lisbon in Portugal is a large city. etc.*) Encourage Ss to make as many comparisons as possible.
- Allow some time for Ss to formulate their answers. Ask various Ss to read out their sentences to the class.

Suggested Answer Key

Lisbon in Maine, USA has pretty tree-lined streets and Lisbon in Portugal has narrow streets. In Lisbon, USA, there are a lot of forests outside the town, but in Lisbon, Portugal, there are tourist attractions like Belém Tower. In Lisbon, USA people can enjoy the outdoors, go swimming or go ice-skating, but in Lisbon, Portugal, people can go shopping. There are places to hang out in Lisbon in Maine, USA. There are places to hang out in Lisbon, Portugal, too. There are restaurants in Lisbon in Maine, USA and in Lisbon, Portugal. In Lisbon, Portugal there are trendy nightclubs and cafés. In Lisbon in Maine, USA there aren't any nightclubs. However, there are some cosy cafés.

7 To write a short paragraph making comparisons

- Explain the task and brainstorm Ss for ideas to help them complete the task if necessary. (e.g. *size of town/city, what it's famous/well-known for, what there is to see and do there, historic buildings, shops, restaurants, nightclubs, etc.*)
- Ss complete the paragraph. Check Ss' answers.

Suggested Answer Key

In my city, Bucharest, there are big streets and boulevards, but in Lisbon, Portugal there are narrow streets. Lisbon, Portugal is famous for its bridges and palaces. There aren't many bridges in Bucharest. However, my city is famous for its impressive architecture. In Lisbon, Portugal there are tourist attractions like Belém Tower. There are

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tourist attractions in Bucharest, too, like the Romanian Athenaeum. There are a lot of shops and restaurants in Bucharest and in Lisbon.

My ideal place to live in



To develop creative skills

- Explain the task and brainstorm Ss for ideas to help them complete the task if necessary.
- Ask Ss to make notes about how they would like their ideal place to be, answering the questions in the rubric. Then give them time to prepare their videos and have their presentations in the class. Ask the Ss to vote for the best place.
- Alternatively, assign the task for HW and have Ss present their videos in the next lesson.

(Ss' own answers)

A city in my country



To develop research skills; to present a city in my country

- Explain the task and give Ss time to collect information about a city in their country. Ss prepare a vlog (a video blog – personal website or social media account where a person regularly posts short videos or their thoughts, opinions and experiences) and present it to the class.
- Alternatively, assign the task for HW and have Ss present their vlogs in the next lesson.

(Ss' own answers)

4b



1 To present *there is/there are*

- Ss' books closed. Say, then write on the board: *There is a book on the desk. There are some pens on the desk.* Explain that we use **there is/there are** to say that an object exists in a place. *There is* is the singular form and *there are* is the plural form.
- Read out the **Note** box.
- Say, then write on the board: *There isn't a pencil on the desk. There aren't any hats on the desk.* Explain that these are the negative forms.
- Say, then write on the board: *Is there a notebook on the desk? Are there any rubbers on the desk?* Explain that these are the interrogative forms and that we

use the short answers *Yes, there is/are. No, there isn't/aren't.*

- Ss' books open. Give Ss time to read the theory.



2 To practise *there is/are* (affirmative & negative)

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

Answer Key

1	isn't	3	aren't	5	are
2	is	4	is	6	isn't



3 To practise *there is/are* (Interrogative & short answers)

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

Answer Key

1	Is there, there is
2	Are there, there aren't
3	Is there, there isn't
4	Are there, there are



4 To practise *there is/are* using a map

- Read out the task and have two Ss read out the example.
- Divide the class in pairs and give Ss time to prepare their answers.
- Ask various pairs to act out their dialogues.

Suggested Answer Key

A:	Is there a police station?
B:	No, there isn't.
A:	Is there a gas station?
B:	Yes, there is.
A:	Is there a restaurant?
B:	Yes, there is.
A:	Is there a florist's?
B:	No, there isn't.
A:	Is there a post office?
B:	Yes, there is.
A:	Is there a museum?
B:	Yes, there is.
A:	Is there a gym?
B:	No, there isn't.
A:	Is there an airport?
B:	No, there isn't.
A:	Is there a park?

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B: Yes, there is.

A: Is there a hospital?

B: Yes, there is.

A: Is there a school?

B: No, there isn't.

5 To present/revise prepositions of place

- Read out the **Note** box.
- Ss' books closed. Present prepositions of place using your book. Put your book on the desk, then ask and answer: *Where's my book? It's on the desk.* Put your book in your bag, then ask and answer: *Where's my book? It's in my bag, etc.* Present the rest of the prepositions in the same way. Then put your book in various places around the classroom and ask Ss to tell you its location.
- Ss open their books. Refer Ss to the drawings and go through the prepositions of place.

6 To practise prepositions of place

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

Answer Key

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

7 To practise there is/are and prepositions of place

- Explain the task. Ask two Ss to model the example.
- Ss work in pairs and ask and answer questions about the room in the picture.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

B: Is the window behind the sofa?

A: Yes, it is. Is there an armchair? Yes, there is.

B: Is the lamp behind the armchair?

A: No, it isn't.

B: Is there a table between the sofa and the armchair?

A: Yes, there is. Is there a vase on the table?

B: Yes, there is. Are the cushions on the sofa?

A: Yes, they are. Is there a magazine on the sofa?

B: No, there isn't.

8 To practise describing rooms; to personalise the topic

- Explain the task. Ss work in pairs and ask and answer questions about what there is in their rooms. Then, they draw their pictures.
- Monitor the activity around the class and then ask various pairs to present their drawings.

(Ss' own answers)

9 To present your ideal room

- Explain the task and allow Ss time to draw their ideal rooms in their notebooks. They can write a few sentences about it to present it to the class.
- Monitor the activity and ask various Ss to present their ideal rooms to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

My ideal room is huge with three beds: one for me, one for my brother and one for my best friend when he stays with us. There are lots of pillows on the beds and a blue carpet on the floor. There is a desk between the two beds with my computer and my MP3 player. There is a chair in front of my desk. There is a wardrobe next to the third bed. There are a lot of posters on the walls and a big window behind the bed. This is my ideal room!

4c

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

- Direct Ss' attention to the pictures. Elicit a variety of answers to the question in the rubric from Ss around the class and write them on the board.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I believe that people live in the second picture because I can see chickens in the yard. I also think that people live in the house in the first picture.

2 To read for specific information

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

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Answer Key

- | | |
|--------------------------------|-------------------------|
| 1 thatched roofs | 4 Cappadocia in Turkey |
| 2 wild animals | 5 upside-down ice cream |
| 3 get together to tell stories | 6 cool, warm |

- Play the video and elicit Ss' comments at the end.

3 To listen for specific information

- Explain the task and play the recording.
- Ss listen and match the houses (A-D) to the people (1-3).
- Check Ss' answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 A | 2 B | 3 D |
|-----|-----|-----|

4 To write an email

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

Suggested Answer Key

Hi Ben,

How are you? I am **fine**. Our new house is great. There are **three beautiful bedrooms, one large kitchen, one cosy living room and two bathrooms**. In my room, there is **a nice bed with lots of pillows, a big wardrobe, a desk and a chair**. There is a large window next to my bed. **the view is amazing!**

Come stay with us next weekend.

Write back.

Chris

5 To reply to an email

- Explain the task. Ss work in pairs and swap emails.
- Allow Ss some time to write their emails replying to their partners.
- Ask various Ss to read their emails to the class.

Suggested Answer Key

Hi Chris,

Thanks for your email. I'm fine, too. Your new house is amazing!

Thank you for the invitation. I'm free next weekend and my parents let me stay with you. So, I can come.

See you soon,

Ben

Design your ideal house. Use recyclable materials.

- Invite Ss to use recyclable materials like paper, cardboard, etc. to design a model of their ideal house.
- Ss present their craftwork to the class.

(Ss' own answers)

4d

1 To present *prepositions of movement*

- Read out the **Note** box.
- Refer Ss to the drawings and go through the prepositions of movement.

2 To practise *prepositions of movement*

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

Answer Key

- | | | |
|---------|-----------|----------|
| 2 along | 4 through | 6 across |
| 3 over | 5 out of | |

3 To practise *prepositions of movement*

- Explain the task and point out to Ss that the pictures will help them complete it.
- Allow Ss some time to complete the task.
- Check Ss' answers around the class.

Answer Key

- | | | |
|----------|-----------|--------|
| 1 across | 4 over | 7 past |
| 2 along | 5 towards | 8 down |
| 3 into | 6 through | 9 up |

Create your own video game

- Read out the box. Allow Ss some time to create their own video game. Tell them to use the text in Ex. 3 as a model to help them.
- Ask various Ss to present their video games to the class.

Suggested Answer Key

Play the role of Super Leo in this exciting new video game! Guide him to the other side of the village, to Granok's tower to save the princess.

Swim **across** the river to get to the other side. Walk **along** the bank of the river until you reach the hills. Be careful not to fall **into** the holes, and use your special powers to jump **over** them. Run **towards** the trees and go **through** the jungle. Climb **up** the trees to get the golden coins which give you the special power to fly. Good! There are

Module 4

poisonous snakes, hurry up! Now walk **past** the lake and go **down** the path to the tower. The princess is in danger. Go save her!

4 To present and revise *adverbs*

- Read out the table and explain the form and the use of adverbs. Go through the types of adverbs and elicit/explain how we use them in a sentence (They usually go after the main verb before the adjective).
- Read out the **Note** box explaining that these are some irregular forms.

5 To practise types of *adverbs*

- Explain the task and tell Ss to use to the theory box as a point of reference to help them complete the task.
- Allow Ss some time to complete the task.
- Check Ss' answers around the class.

Answer Key

1 manner	3 time	5 place
2 time	4 manner	6 manner

6 To practise order of *adverbs*

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

Answer Key

- 2 He is driving **carefully**.
- 3 They go to school on foot **every day**.
- 4 He went to his office **early**.
- 5 There was a cinema **here**.
- 6 He **quickly** opened the box.
- 7 They came **late** last night.
- 8 She is **hungrily** eating a sandwich.

Giving directions to my house

- Read out the task and explain the situation.
- Allow Ss time to write a paragraph giving directions to their new house from the nearest train or bus station. Remind Ss that they can use the text in Ex. 2 as a model. Encourage them to use prepositions of movement. Ask them to draw a simple map.
- Ask various Ss around the class to read out their paragraph.

Suggested Answer Key

I'm happy you are coming to my party at my new house. Here is how to get to my house. The nearest train station is Cherrywood station. When you come out of the station, go down Apple Street and turn left into Marple Street. Go to the end and turn right into Park Avenue. Keep going until you reach Pine Avenue. My house is on the corner on your right, opposite the toy shop. You can't miss it!

4e

1 To practise pronunciation and intonation

- Explain the task. Play the recording with pauses.
- Ss listen and repeat chorally or individually and mark the stressed words.

Answer Key

What can I do for you?

I'd like some information, please.

How much does it cost to get in?

Enjoy your visit.

2 To introduce the context of a dialogue; To listen for specific information

- Explain that the sentences are from a dialogue in which Bill, a teenager who is visiting London with his family, wants to find out when he can visit the aquarium. Elicit Ss' guesses as to when he might like to go there (in the summer, at the weekend, etc).
- Play the recording, Ss' listen and check if their guesses were correct.

Answer Key

Bill wants to visit the aquarium at the weekend.

3 To learn synonymous phrases

- Explain the task and read out the phrases.
- Refer Ss to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

What price is admission? = How much does it cost to get in?

Could you tell me where the aquarium is? = Where is the aquarium exactly?

Is that correct? = right?

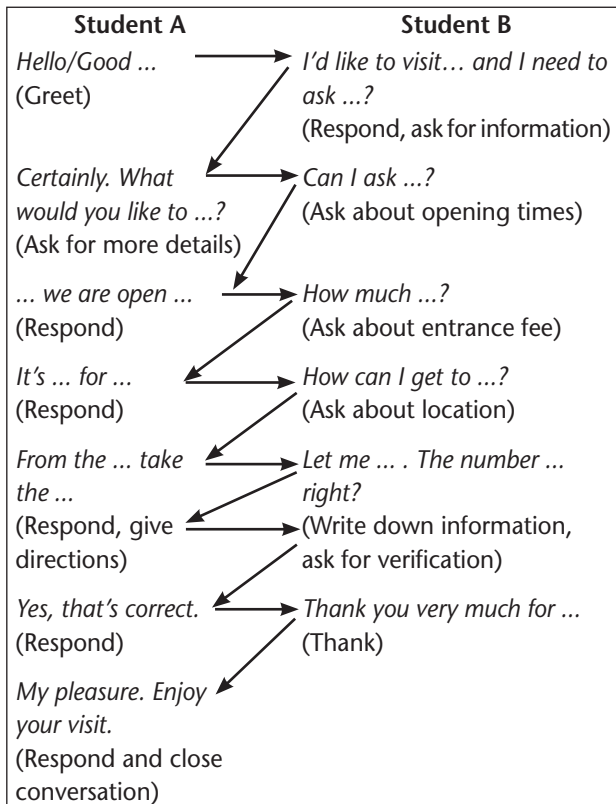
Have a nice time ... = Enjoy your visit ...

4 **Aim** To act out a dialogue

- Play the recording again.
- Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.

5 **Aim** To practise role-playing and act out dialogues asking for information in shops/public places

- Ask Ss to work in pairs and take roles and act out dialogues.
- Remind Ss that they can use the dialogue in Ex.2 as a model to help them complete the task.
- Ss complete the task in pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and ask some pairs to act out their dialogues in front of the class.



Suggested Answer Key

- A: Good morning, Santa Anna Art Museum. How can I help?
- B: I'd like to visit the museum tomorrow and I need to ask for some information, please.
- A: Certainly. What would you like to ask?
- B: Can I ask what time it opens?
- A: Tomorrow is Friday, so we are open from 9 am to 8 pm.
- B: That's fine. I'm in Santa Anna with my husband and our two children. How much are tickets?
- A: It's €7 for adults and €4 for children.
- B: Right. Now, how can I get to the museum from the San Andreas bus station?
- A: From the bus station, you take the number 27 bus. The bus stops right outside the museum, so you won't have to walk.
- B: Let me write that down. The number 27, right?
- A: Yes. That's correct.
- B: Great. Thanks very much for your help!
- A: My pleasure! Enjoy your visit.

Present a virtual tour of a museum or another place

- Read out the task and give Ss time to complete it.
- Ask various Ss to present their projects to class.

(Ss' own answers)

4f

1 **Aim** To introduce the topic; to read for specific information

- Direct Ss attention to the pictures and elicit the names of the two places. (London, England, UK and Washington, D.C., USA).
- Play the recording, Ss listen and follow the text in their books and try to find the answer to the question in the rubric.

Answer Key

London is more populated with a population of 8 million people.

2 **Aim** To read for specific information

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

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Answer Key

- | | |
|-------------|------------------------|
| 1 Thames | 3 east |
| 2 8 million | 4 District of Columbia |

- Play the video and elicit Ss' comments at the end.

3 To compare two places; to express an opinion

- Read out the task and allow Ss time to formulate their answers.
- To help Ss complete the task, write on the board: *name, location, population, size, buildings, tourist attractions* and ask Ss to make notes under these headings to compare the two places. Ss choose which place they would like to visit and justify their answer.
- Monitor the activity around the class and ask various Ss around the class to answer the questions in the rubric.

Suggested Answer Key

London is the biggest city in the UK with population of over 8 million people, but Washington, D.C. is a quite small city in the USA with around 650,000 people living there. In both places there is a river; the River Thames in London and the Potomac River in Washington, D.C. In London there is Buckingham Palace where the Monarch lives and the Palace of Westminster where Parliament governs the country. In Washington, D.C. there are similarly two buildings: the White House and the Capitol Building where the President of the USA and Congress govern the country. In both places there are great tourist attractions. In London, there is Big Ben and Tower Bridge and in Washington, D.C. there is the Lincoln Memorial. I would like to visit London because I love big cities with skyscrapers. Also, I would like to visit Big Ben and see Tower Bridge.

4 ICT To write about Bucharest

- Explain the task and allow Ss time to collect information.
- Ss complete the task. Ask various Ss around the class to read out their texts.
- Alternatively, assign the task for HW and Ss read out their texts in the next lesson.

Suggested Answer Key

Bucharest is the capital city of Romania. It's the largest city in the country and it is to the north of the Danube River in southern Romania. Around 2 million people live

here. There are many impressive buildings and palaces in Romania. From the Palace of the Parliament and the Victoria Palace, the Parliament of Romania and the Prime Minister govern the country. While in Bucharest, make sure you visit the "Dimitrie Gusti" National Village Museum and the Arcul de Triumf.

Present houses/shops in one's neighbourhood

- Read out the task and give Ss time to complete it.
- Alternatively, assign the task for HW and Ss present their projects in the next lesson.

(Ss' own answers)

Fun Time 4

1 To learn about being a good neighbour

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

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 X | 3 ✓ | 5 ✓ | 7 ✓ |
| 2 ✓ | 4 X | 6 X | 8 ✓ |

2 To talk about being a good neighbour

- Explain the task and divide Ss into groups.
- Monitor the activity around the class and ask various Ss to explain why we need good neighbours.

(Ss' own answers)

3 To test knowledge learnt in the module

- Explain the task. Allow Ss time to read the questions and think of the correct information to answer the questions.
- Alternatively, you may allow Ss to review the module and find relevant information to answer the questions.
- Check Ss' answers around the class.

Answer Key

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

4 To write a quiz

- Explain the task and allow Ss time to look through Module 4 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in Ex. 3 as a model. Offer an example. (e.g., *There are tree-lined streets in Lisbon, Maine, USA. True.*)

Module 4

- Ss swap their quizzes with another pair and do it and then report to the class.

Suggested Answer Key

- 1 The River Thames is the biggest river in the UK. (DS)
- 2 There are fashionable boutiques in Lisbon, Portugal. (T)
- 3 Lisbon in Portugal is 220 years old. (F)
- 4 Some people in Cappadocia live in wooden houses. (F)
- 5 The Korowai people live 50 metres higher from the ground. (T)

5 To read for cohesion and coherence

- Go through the song and explain any unknown words.
- Allow Ss some time to read through the song and fill in the missing words.
- Play the recording for Ss to check their answers.

Answer Key

- | | | |
|----------|------------|-------------|
| 1 bed | 4 wardrobe | 7 cupboards |
| 2 carpet | 5 sofa | 8 table |
| 3 window | 6 pictures | |

6 To develop critical thinking skills (identify attitude)

- Read out the question in the rubric and allow Ss some time to refer back to the song and identify the singer's feelings.
- Elicit answers from various Ss around the class.

Suggested Answer Key

The singer feels happy to be at home with her family. She likes her house because she has everything around her.

Revision 4

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | |
|-----|--------------------------|
| 1 f | 6 e |
| 2 a | 7 tree-lined streets |
| 3 c | 8 picturesque city |
| 4 b | 9 cosy cafés |
| 5 d | 10 fashionable boutiques |

2 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|------------|----------------|-------------|
| 1 sofa | 3 refrigerator | 5 armchairs |
| 2 bedrooms | 4 rug | |

3 To consolidate prepositions learnt in the module

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

Answer Key

- | | | |
|---------|----------|--------|
| 1 on | 3 over | 5 into |
| 2 along | 4 behind | |

4 To consolidate grammar learnt in the module

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

Answer Key

- | | | |
|------------|---------------|-------------|
| 1 There is | 3 There isn't | 5 there are |
| 2 Is there | 4 there isn't | |

5 To consolidate grammar learnt in the module

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

Answer Key

- | | | |
|----------|----------|----------|
| 1 manner | 3 time | 5 manner |
| 2 place | 4 manner | |

6 To practise responding correctly

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

Answer Key

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

Module 4

Monstertrackers! 2

The Dogman

1 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 if their guesses were correct.

Suggested Answer Key

The Dogman

2 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 F 2 T 3 T 4 T 5 F

3 To complete a crossword

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

Answer Key

Across

1 SIGN
3 TRAFFIC LIGHTS
4 STAND
6 WEREWOLF

Down

1 SKYSCRAPER
2 SPOT
5 SHOPS

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

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

Answer Key

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

5 To change the ending of a story

- Explain the task and allow Ss some time to think of a different ending to the story. Ask Ss to write a few sentences in their notebooks.
- Invite various Ss around the class to read out their endings to the class.

Suggested Answer Key

Phil hears a noise from the bushes. He calls Candy and Tracker. They ran towards Phil and they are scared. They finally see Boogey behind the bushes. He couldn't sleep because he was hungry. He was behind the bushes snacking on some biscuits. Everyone is relieved and they leave the place to go sightseeing in the country.

Fact or Fiction?

- In Wisconsin, the American Werewolf is known as the Beast of Bray Road. **Fact**
- The first report of it was in the 1980s on Bray Road outside Elkhorn, Wisconsin. **Fact**
- Play the video for the Ss and elicit their comments at the end.

Check your 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.

Communication

Topic

In this Module Ss will explore the topics of means of communication, social media and computers.

Module page

81

Lesson objectives: To get an overview of the module

Vocabulary: Means of communication (*use sign language, send an SMS, make a video call, send a letter, talk on my mobile, send an email, talk face to face, chat on social media*)

5a Reading

82-83

Lesson objectives: To predict information, to listen and read for specific information, to practise talking about social media, to express and justify an opinion, to talk about an imaginary situation

Vocabulary: verbs (*launch, transmit*); nouns (*spacecraft, mission, time capsule, inhabitant, whale, messenger*); adjective (*digital*); phrase (*space exploration*); using social media (*upload a file/photo, add a photo to a post, send a friend request, like a post/photo, tweet/retweet a post, view a profile, send an instant message, share a link*)

5b Grammar

84-85

Lesson objectives: To learn *can – may*, to learn *must*

5c Skills

86-87

Lesson objectives: To learn vocabulary about computers, to predict information, to listen and read for specific information, to express and justify an opinion, to discuss survey results in a graph, to listen for specific information, to conduct a survey and make a graph of the results

Vocabulary: Computers (*webcam, screen, speakers, CD/DVD drive, mouse, keyboard, scanner, printer, print documents, listen to music, see people through the Internet, see files, type, move around the screen, read CDs/DVDs, make a copy of a photo*); verbs (*chat, damage, distract, neglect*); nouns (*tool, topic*); adverb (*sensibly*)

5d Grammar

88-89

Lesson objectives: To learn question tags, to learn structures used in agreeing/disagreeing

5e Everyday English

90

Lesson objectives: To listen, read and act out a dialogue giving instructions, to pronounce /s/, /ʃ/

5f Across Cultures

91

Lesson objectives: To talk about gestures, to listen and read for specific information, to prepare a leaflet about cultural etiquette in Romania

Vocabulary: verb (*hug*); noun (*backpacking*); adjectives (*friendly, rude, local*); phrases (*to be honest, stick out your tongue*)

Fun Time 5

92

Lesson objectives: To talk about mobile phone manners, to present a poster with Dos & Don'ts for smartphones, to do a quiz, to write a quiz, to read for lexis – grammatical structure, to read for specific information, to write a paragraph

Revision 5

93

Module 5

What's in this module?

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



Find the page numbers for

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

Answer Key

a graph (p. 87)

What is a graph? Do you use them in school? What do they show?

social media icons (p. 83)

Do you use social media icons? Why (not)? How often?

a blog (p. 91)

Do you read blogs? Why (not)? How often?

Vocabulary



1 To present vocabulary for means of communication

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



2 To practise vocabulary

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

Suggested Answer Key

I sometimes use sign language when I talk to my friends.

I never send a letter.

I usually send an SMS to my parents.

I often talk on my mobile.

I rarely send an email.

I often make a video call to my relatives.

I always talk face to face to my friends.



3 To personalise the topic

- Explain the task.
- Ask a S to read out the example. Then elicit answers from various Ss around the class.

Suggested Answer Key

I prefer to talk face to face to my friends. When we can't meet, I prefer to chat with them on social media. I prefer to talk on my mobile with my parents. I prefer to make a video call to my aunt and uncle. I prefer to chat on social media with my cousins.

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

5a



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

Draw Ss' attention to the picture and elicit if Ss recognise the creature and what they know about it.

Suggested Answer Key

The creature is ET from the science-fiction film "ET the Extra-Terrestrial" by Steven Spielberg. It is a creature from another planet who comes to Earth and gets left behind by accident. He makes friends with a young boy who helps him get back home. He has a famous catchphrase, 'ET phone home'.



b) To predict the content of a text

- Give Ss one minute to read the title and the first sentence in each paragraph and elicit their guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

The text is about space exploration and the Voyager missions.

Background Information

NASA is the National Aeronautics and Space Administration. It was formed on 29th July, 1958, and it is a government agency in the USA. NASA developed the technology that allowed humans to fly to the moon. On 20th July, 1969, Neil Armstrong and Buzz Aldrin were the first of only twelve men in the world to walk on the moon. NASA has been part of many great scientific and technological accomplishments and inventions, including the space shuttle, weather and communication satellites, and the International Space Station.

2 To read for specific information

- Allow Ss some time to read the text and answer the questions.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Also, draw Ss' attention to the **Did you know?** box.
- Check Ss' answers.

Answer Key

1 B 2 B 3 A

3 To consolidate information in a text; to personalise the topic

- Explain the task.
- Ss write sentences.
- Check Ss' answers by asking various Ss to read their sentences out to the class.

Suggested Answer Key

I think it is a very interesting idea. We do not know enough about space and I like the idea of sending a message for inhabitants of other planets. It is very interesting that the message tells the story of Planet Earth and represents most of the people, languages and species of the planet.

I don't think it is a good idea to send a message out to space. I don't believe they would understand any of our languages and that it is all a waste of time and money.

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

4 To consolidate and personalise the topic

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

Suggested Answer Key

I was impressed that we had the technology to launch two spacecraft into space to look for inhabitants of other planets over 30 years ago.

I was impressed that there are greetings in 55 languages on the golden record.

I was impressed that there are 115 photographs on the record.

I was impressed that there is music on the record.

5 To present vocabulary for using social media

- Ask Ss to look at the social media icons (1-8) and then read the functions (A-H) and match them to each other.
- Check Ss' answers.

Answer Key

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

6 To present/practise topic-related vocabulary

- Explain the task and give Ss time to complete it. Allow Ss to use their dictionaries as necessary.
- Check Ss' answers around the class.

Answer Key

1 download 4 update
2 hack 5 enter
3 accept 6 post

7 To express and justify opinions

- Explain the task. Ss work in small groups and decide which five things would best represent Romania.
- Monitor the activity around the class and then ask each group to present their choices to the class giving reasons.
- Then one group discusses with another which items they agree/disagree on in each other's time capsules.
- Monitor this part of the task around the class and then ask groups to report back to the class.

Suggested Answer Key

1 a recording of the Romanian language
2 a sample of some national music
3 some photographs of native people and animals
4 a doll in national costume
5 a cookbook with recipes for national dishes

A: *I think that we should put in a recording of the Romanian language. In my opinion, this is important so they can hear how we speak.*

B: *Yes, I agree with you that the language that we speak is important to our nationality. I think that we should also put in a recording of our national music.*

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A: I agree with you because Romanian music is good. I think that we should have photographs of all our native people and animals to show what they look like.

B: I disagree with you because there will be too many. I think that we should choose only the important ones. In my opinion, we should also put in a doll in national costume to show what we wear.

A: I agree with you because it will be interesting. In my opinion, we should put in a book of recipes, too.

B: I agree with that because Romanian food is different to that of other countries.

Imagine you were the first human to make contact with extraterrestrials.

- Explain the task. Write the headings on the board and elicit possible answers from Ss. Write them on the board: where you were (at home, at school, in the fields, etc), what you were doing (walking, sleeping, etc), what happened (lights went out, etc), how you felt (scared, terrified, puzzled, etc).
- Allow Ss time to write or give a short description of the scene. Ss can also draw pictures of the scene.
- Ask various Ss around the class to present their scenes out loud to the rest of the class with the aid of their written texts or drawings.

Suggested Answer Key

My dad and I were camping in the mountains when we heard a very strange noise. We looked up and saw a giant spaceship hovering above. We were surprised and scared. Suddenly, it landed and the doors opened. Three very strange creatures came out. They had long arms and legs and small heads with big black eyes. They looked at us for a long time and then they got back in their spaceship and left. We were amazed.

5b

1  **To present can/may**

- Ss close their books. Say and write on the board: *I can read and write in English.* Explain that we use *can* to express ability in the present. Say then write on the board *Can you call me later?* Explain that we also use *can* to make a polite request. Say then write on the board: *Mr Grey, may I come in?* Explain that we use *may* to make a polite request in a more formal situation.
- Ss open their books. Read the theory aloud. Explain any points Ss are unsure of.

2  **To practise can/may**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------|--------------|
| 1 May, may | 3 Can, can't |
| 2 can, can't | 4 Can, can |

3  **To practise asking and answering using can/may**

- Explain the task. Ask two Ss to model the example.
- Ss work in pairs to complete the task.
- Monitor the activity around the class.
- Ask various pairs to ask and answer in front of the class.

Suggested Answer Key

- 2 A: Ms Peters, may I leave early?
B: Yes, you may.
- 3 A: Ms Jones, may I use a school computer?
B: I'm afraid you may not.
- 4 A: Hey, sis, can I borrow your smartphone?
B: Of course you can.
- 5 A: Mum, can I use your tablet?
B: I'm sorry, you can't.

4  **To practise requests using visuals; to act out short exchanges**

- Direct Ss' attention to the pictures and explain the task.
- Ss work in pairs to complete the task.
- Monitor the activity around the class.
- Ask various pairs to act out their exchanges in front of the class.

Suggested Answer Key

- A: Can I buy this toy, mum?
B: Of course you can.
- A: Can we go to the shoes store now?
B: I'm sorry, we can't. It's too late.
- A: Sir, may I ask you a question?
B: Yes, you may.

Game

Aim To practise writing notes to make polite requests

- Explain the rules of the game.
- Allow Ss time to write their notes on a piece of paper. Then fold the papers and put them in a box. Each Ss picks a piece of paper, reads it out and guesses who wrote it and replies to the request. If the guess is correct, the S gets a point. If the reply is correct, too, the S gets two more points. Continue this way until there are no more papers in the box.
- At the end of the game, the S with the most points wins the game.

(Ss' own answers)

5 **Aim** To present must

- Ss close their books. Say and write on the board: *I must learn how to use a tablet.* Explain that we use *must* to express necessity. Say then write on the board: *I must use my mobile less. (It's my duty. I say so.)* Explain that we also use *must* to express an obligation or duty. Say then write on the board: *I mustn't download music illegally.* Explain that we use *mustn't* to express prohibition.
- Ss open their books. Read the theory aloud. Explain any points Ss are unsure of.

6 **Aim** To practise *must/mustn't*

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|--------|
| 1 must | 3 mustn't | 5 must |
| 2 mustn't | 4 must | |

7 **Aim** To practise *must/mustn't*

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 You must install some anti-virus software on your computer, laptop or tablet.
- 2 You must use your anti-virus software to scan your device regularly and check for any problems.

- 3 You must have a strong password.
- 4 You mustn't open emails from people you don't know.
- 5 You mustn't download pirated music.
- 6 You mustn't post photos of others without asking for permission.

8 **Aim** To prepare a leaflet

- Explain the task. and brainstorm Ss for ideas to help them complete the task if necessary.
- Ss work in pairs to prepare a leaflet. Tell Ss that they can use ideas from Ex.7 or your own ideas.
- Invite various pairs around the class to present their leaflets to the class.

Suggested Answer Key

#Social Media

✓ Dos...

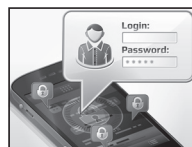
You must post polite comments.



You must control your privacy settings.



You must update your profile.



x Don'ts...

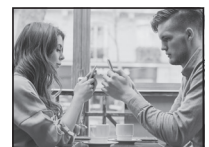
You mustn't be friends with people you don't know.



You mustn't create fake accounts.



You mustn't spend too long chatting on social media.



Module 5

5c

1 **To introduce new vocabulary about computers**

- Read out the list of actions and draw Ss' attention to the labelled pictures.
- Explain the task and read out the example.
- Ss complete the task.
- Check Ss' answers around the class.

Suggested Answer Key

We use speakers to listen to music.

We use a screen to see files.

We use a keyboard to type.

We use a CD/DVD drive to read CDs/DVDs.

We use a mouse to move around the screen.

We use a printer to print documents.

We use a scanner to make copies of photos.

2 **To predict the content of a text**

- Ask Ss to read the title of the article and elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

Wendy thinks that the Internet is helpful in learning and communication, but teens must use it sensibly.

3 **To read for specific information**

- Explain the task and allow Ss some time to read the text and answer the questions.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Suggested Answer Key

1 *Advantages: useful tool – can find information on any topic, helps communication – can chat or send emails*

2 *Disadvantages: can be harmful – damage eyes, distracts you from real life – may avoid friends or neglect homework*

3 *Teens must use the Internet sensibly.*

4 **To express and justify an opinion**

- Read out the task and elicit answers from Ss around the class.

Suggested Answer Key

I agree with Wendy. I believe that the Internet is useful because it helps us keep in touch with family and friends. I also agree with Wendy that we must use it sensibly because it can be harmful.

- Play the video and elicit Ss' comments at the end.

5 a) **To discuss survey results in a graph**

- Draw Ss' attention to the graph and explain that it shows how American teens use their computers.
- Explain the task.
- Give Ss some time to read the key to the graph and the numbers on the graph.
- Check Ss' answers around the class.

Suggested Answer Key

A lot of teens in the survey use their computers to play games and download music.

Some teens use their computers for general usage such as playing games, downloading music and sending emails. Some teens use computers for their homework.

A few use computers for reading or learning information and to find out the news.

Very few use computers for other reasons such as to design a web page.

b) **To personalise the topic**

- Ss work in pairs and ask and answer the questions (1-4).
- Monitor the activity around the class and ask some pairs to report their answers back to the class.

Suggested Answer Key

A: *I use my computer every day. What about you?*

B: *I use it some days. There are a few days when I don't. What do you use your computer for?*

A: *I mostly use it for communicating with my friends. I spend time on social media, and I also use it to play games. What about you?*

B: *I use it to download music and I also use it a lot for my homework.*

A: *I also use it for homework. Which are your favourite websites?*

B: *I like online encyclopaedias for doing my homework, and I like video sharing websites for listening to music. What about you?*

A: Well, I check up on the website of my favourite football team and I also do a lot of general surfing. How often do you visit your favourite websites?

B: I usually visit them every day. And you?

A: I like to use the same websites every day. But I also like to find new websites to visit.

6 **Aim** To listen for specific information

- Explain the task. Play the recording. Ss listen and match the people to their computer activities.
- Check Ss' answers around the class.

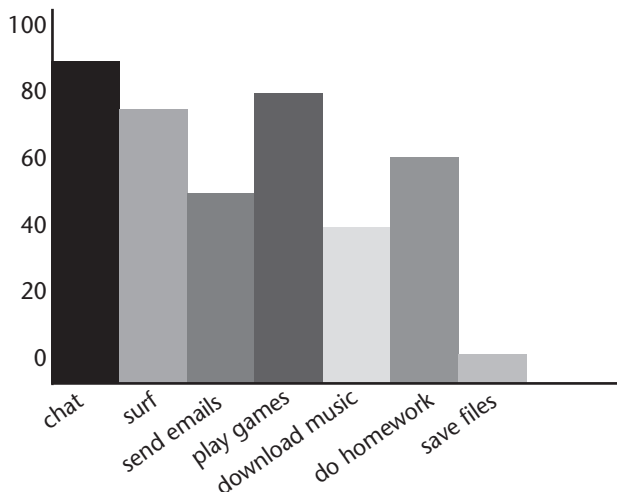
Answer Key

1 b 2 f 3 a 4 d 5 c

7 **Aim** To conduct a survey and make a graph of the results

- Explain the task and tell Ss to do a survey using the key in Ex. 5 as well as any other ideas of their own. Ask Ss to say which of these uses they use the Internet for.
- Tell Ss to add up the numbers for each use and make a graph similar to the one in Ex. 5.
- Ask various Ss to present the graph to the class.

Suggested Answer Key



The majority of teens in my class use their computers for chatting with friends, playing games and surfing. Quite a few use it to send emails and do their homework. Some use it to download music. Very few use it to save files.

5d

1 **Aim** To present question tags

- Read out the theory. Explain that when the verb is in the present/past simple (except the verb *to be*) we use *do/did* in the question tag.
- Explain any points Ss are unsure of.

2 a) **Aim** To practise question tags

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

Answer Key

1 didn't he	5 isn't he
2 don't you	6 isn't it
3 isn't she	7 didn't he
4 aren't you	8 isn't it

b) **Aim** To listen for intonation

- Explain the task.
- Play the recording and allow Ss to complete the task.
- Then play the recording again with pauses and Ss repeat chorally or individually.
- Check Ss' answers.

Answer Key

1 information	5 information
2 confirmation	6 confirmation
3 information	7 information
4 confirmation	8 confirmation

3 **Aim** To practise question tags; to talk about ways to communicate

- Explain the task. Ask two Ss to model the example.
- Ss work in pairs to complete the task.
- Monitor the activity around the class and ask some pairs to report their answers back to the class.

Suggested Answer Key

B: Yes, I do.

A: You send emails quite often, don't you?

B: No, I don't.

A: You have got a smartphone, haven't you?

B: Yes, I have.

A: You send SMS, don't you?

B: Yes, I do.

etc.

Module 5

4 **Aim** To present agreeing/disagreeing

- Elicit/Explain that we can use *so* + *auxiliary verb* + *personal pronoun/noun* to agree with what a person has said or *neither* + *auxiliary verb* + *personal pronoun/noun* to agree with something negative that somebody has said.
- Go through the theory box with Ss and explain any points they are unsure of.

5 **Aim** To practise agreeing/disagreeing

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

Answer Key

- 2 *So do I/Me too.*
- 3 *So do I/Me too.*
- 4 *I do.*
- 5 *Neither do I.*
- 6 *So do I/Me too.*
- 7 *Neither do I.*
- 8 *I haven't.*

6 **Aim** To practise agreeing/disagreeing

- Explain the task. Ss work in pairs to complete it.
- Monitor the activity around the class and ask some pairs to report their answers back to the class.

Suggested Answer Key

- A: *I don't like surfing the Internet.*
 B: *I do. I use my smartphone to take photos.*
 A: *Me too. I sent an email yesterday.*
 B: *I didn't.*
etc.

5e

1 **Aim** To present situational language

Play the recording for Ss to listen and repeat chorally or individually.

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

Play the recording. Ss listen and follow the dialogue in their books and order the pictures.

Answer Key

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

3 **Aim** To learn synonymous phrases

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

Answer Key

Are you OK? = *Hey, what's wrong?*

Of course. = *Sure.*

Done it! = *Got it!*

What do I do next? = *What's next?*

You're welcome. = *No problem.*

4 **Aim** To act out a dialogue

- Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.

5 **Aim** To pronounce /s/, /ʃ/

- Play the recording. Ss listen and tick the correct boxes. Check Ss' answers.
- Play the recording again with pauses for Ss to listen and repeat. Pay attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit more words with the same sounds from Ss around the class.

Answer Key

/s/ *speakers, screen, scanner, space*

/ʃ/ *shocked, she, short, shell*

5f

1 **Aim** To predict content

- Ask Ss to look at the pictures and discuss in pairs what the gestures mean.
- Elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and read to find out.

Answer Key

The blog post is about how different gestures mean different things in countries around the world.

2 **Aim** To read for specific information

- Give Ss time to read the text again and then read the statements and mark them according to what they read.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the Check these words box.

Answer Key

1 T 2 F 3 DS 4 F 5 F

3 **Aim** **ICT** To prepare a leaflet about cultural etiquette in Romania

- Explain the task and brainstorm Ss for ideas to help them complete the task if necessary.
- Ss work in pairs to prepare a leaflet. Tell Ss that they can research online for ideas.
- Invite various pairs around the class to present their leaflets to the class.

Suggested Answer Key

Cultural Etiquette in Romania



At a public place:

Do the 'OK' sign to show you approve of something.



At school:

Raise your hand and hold two fingers up to answer the teacher's question.



In traffic:

Nod your head, or show one hand to say thank you when someone gives you right of way.

How do young people in your country greet each other?

- Read out the box and then give Ss time to think about how young people greet each other in Romania.
- Ask Ss to present any special gestures they use to the class.

Suggested Answer Key

Young people in Romania usually just say hi when they meet each other. We hug our close friends to greet them, and young women sometimes kiss on both cheeks. We always make eye contact when we greet each other. It's rude not to!

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

Fun Time 5

1 a) **Aim** To personalise the topic and talk about mobile phone manners

- Explain the task. Ss read and choose which they agree/disagree with.
- Elicit answers from the list around the class.

Suggested Answer Key

I use headphones when I listen to music in public because I know it is rude to disturb other people who don't want to hear my music. I ask people before I put photos of them online because they have a right to privacy. I never give someone's phone number without asking them first because they should know who has their number. etc.

b) **Aim** To present a poster with Dos & Don'ts for smartphones

- Explain the task. Put Ss into groups. Allow Ss time to make a poster using their answers from Ex. 1a.
- Ss present their posters or display them on a noticeboard.

Suggested Answer Key

Smartphone Etiquette

Do ...

*use headphones when listening to music in public.
turn off your smartphone in cinema.
ask people before you put their photos online.
be polite in messages and comments.*

Module 5

Don't ...

ignore your friends when you get a text message.
send everyone updates all the time.
talk loudly on your smartphone on public transport.
look at your smartphone while you are walking.
take photos of people in public without asking.
give someone's phone number without asking.

2 To test knowledge learnt to the module

- Explain the task. Allow Ss some time to read the statements 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 mark the statements correctly.
- Check Ss' answers.

Answer Key

1 T 2 DS 3 F 4 F

3 To write a quiz

- Explain the task and allow Ss time to look through Module 5 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in Ex. 2 as a model.
- Ss swap their quizzes with another pair and do it and then report to the class.

Suggested Answer Key

- 1 Carl Sagan was a NASA scientist. (T)
- 2 It took years to prepare the spacecraft NASA sent to space. (DS)
- 3 You use a scanner to move around the screen. (F)
- 4 Young people in the USA use the 'fist bump' gesture to say 'yes'. (F)

4 To read for lexis-grammatical structure; to listen for confirmation

- Explain the task. Allow Ss time to fill in the gaps.
- Play the recording. Ss listen and check answers.

Answer Key

- | | | |
|----------|--------|---------|
| 1 phone | 4 away | 7 diary |
| 2 text | 5 know | 8 play |
| 3 online | 6 too | |

5 To read for specific information; to personalise the task

- Explain the task. Allow Ss time to formulate their answers and ask them to write a short paragraph.
- Monitor the activity around the class. Alternatively, assign this task for HW.
- Ask Ss to read their answers to their partner.
- Ask some pairs to read their answers to the class.

Suggested Answer Key

The singer loves her mobile phone because of all the things she can do with it. She can stay in touch with her friends and she never feels alone or bored when she has it. I love my mobile phone, so I agree with the singer. I like it when I have to make a long bus journey. Then, I can play games or send emails. I also like to be able to tell my parents where I am, and tell them if I will be a bit late sometimes. It means that they don't worry and I don't have to rush when I am late. Most of all, I like my phone because I use it to chat with my friends on social media.

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

Revision 5

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|--------|------------|---------|
| 1 chat | 3 send | 5 shake |
| 2 hug | 4 download | |

2 To consolidate vocabulary learnt in the module

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

Answer Key

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

3 To consolidate grammar learnt in the module

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

Answer Key

1 May	6 isn't	11 May
2 mustn't	7 Neither	12 can
3 must	8 can	13 mustn't
4 doesn't	9 So	14 too
5 Can	10 didn't	15 can't

4 To consolidate vocabulary learnt in the module

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

Answer Key

1 tweet	3 request	5 message
2 share	4 profile	

5 To consolidate everyday English learnt in the module

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

Answer Key

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

Check your 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.

Our blue planet

Topic

In this module Ss will explore the topic of environmental problems, endangered animals & parts of the body.

Module page

95

Lesson objectives: To get an overview of the module

Vocabulary: environmental problems (*air pollution, water pollution, deforestation, rubbish, energy waste, endangered species*)

6a Reading

96-97

Lesson objectives: To listen and read for specific information, to develop critical thinking skills, to learn about endangered animals & parts of the body, to prepare a poster

Vocabulary: verbs & phrases (*lay eggs, hatch*); nouns (*shell, flipper, nest*); adjectives (*shallow, tangled*); endangered animals & parts of the body (*snow leopard, black rhino, loggerhead turtle, blue whale, giant panda, great white shark, fins, flippers, fur, sharp teeth, whiskers, horns, shell*)

6b Grammar

98-99

Lesson objectives: To learn and practise *be going to*

6c Skills

100-101

Lesson objectives: To predict information, to listen and read for gist, to read for specific information, to listen for specific information, to write a summary

Vocabulary: verb (*stroke*); phrase (*at risk*)

6d Grammar

102-103

Lesson objectives: To learn and practise the *present simple* – *present continuous* (future meaning) and to revise tenses

6e Everyday English

104

Lesson objectives: To listen, read and act out a dialogue about making suggestions - accepting/refusing

6f Across Cultures

105

Lesson objectives: To read and listen for gist, to read for specific information, to prepare a presentation

Vocabulary: verbs & phrases (*threaten, face extinction*); nouns (*mammal, overfishing, overhunting*)

Fun Time 6

106

Lesson objectives: To consolidate vocabulary learnt throughout the module; to do a quiz, to write a quiz, to listen to a song, to develop critical thinking skills

Revision 6

107

Monstertrackers! 3

108-109

Module 6

What's in this module?

Read the title of the module *Our blue planet* 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.



Aim Find the page numbers for

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

Answer Key

a poster (p. 97, 104)

Where can you see posters like these? Do you do anything to help the environment? Why (not)?

endangered animals (pp. 95, 96, 97, 105)

What do you know about these animals? Why are they endangered? Are there endangered animals in your country? What can people do to help them?

an advert (p. 101)

Where can we see an advert? Why do we use adverts?

Vocabulary



1 Aim To present environmental problems

- Draw Ss' attention to the pictures (A-F) and play the recording with pauses.
- Ss listen and repeat chorally and/or individually.



2 Aim To match the causes to the problems

- Explain the task.
- Allow Ss time to complete the task.
- Then elicit answers from various Ss around the class.

Answer Key

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

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

6a



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

- Ask Ss to look at the picture, read the title and try to answer the questions.
- Play the recording. Ss listen and read the text to find out if their guesses were correct.

Answer Key

The text is about the loggerhead turtle. The loggerhead turtle is endangered because of water pollution and destruction of their nests.



2 Aim To read for specific information

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

Answer Key

- 1 *It has a large shell that can be yellow, orange or brown. It has two large front flippers, a small head and two smaller flippers at the back and a short tail.*
- 2 *They lay their eggs in the sand on the beaches.*
- 3 *The dangers baby turtles face are mostly from people and vehicles that destroy the nests or when baby turtles cannot find their way to the sea when they hatch.*
- 4 *The dangers loggerhead turtles face in the ocean are mostly from water pollution. Their flippers get tangled in plastic waste and they eat plastic thinking it's food.*
- 5 *We can join an organisation that protects the loggerhead turtles, we can donate to charities that protect their nests and clean up beaches.*

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



3 Aim To consolidate and broaden the topic

- Ss discuss in pairs other endangered animals and how we can help them.
- Ask various pairs to report back to the class.

Suggested Answer Key

Many types of tigers need our help as well as gorillas, orangutans and chimpanzees. We need to protect these animals from hunters and protect their natural habitats. We can join a wildlife organisation or an environmental group. We can raise money and write to governments to make laws to stop hunting.



4 Aim To present endangered animals

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

Module 6

5 **Aim** To present and practise animal body parts

- Explain/elicite the meanings of any unknown words given in the rubric.
- Then elicit which of the animals in ex. 4 have the parts of the body mentioned in the rubric.
- Check Ss' answers.

Answer Key

fins: blue whale, great white shark

flippers: loggerhead turtle, blue whale

fur: snow leopard, giant panda

sharp teeth: snow leopard, giant panda, great white shark

whiskers: snow leopard

horns: black rhino

a shell: loggerhead turtle

6 **Aim** To classify animals

- Ask Ss to read the animal classifications in the box and explain/elicite the meanings of any unknown words.
- Then elicit which classification of animals each of the endangered species in Ex. 4 belongs to from Ss around the class.

Answer Key

mammals: snow leopard, black rhino, blue whale, giant panda

reptile: loggerhead turtle

fish: great white shark

7 **Aim** To discuss ways to help endangered species

- Ask Ss to work in small groups and discuss the ideas for helping endangered species.
- Monitor the activity around the class and then ask some groups to report back to the class.

Suggested Answer Key

We can join an environmental group that protects tigers.

We can write letters about threatened species to governments to make laws to stop hunting.

We can learn about adopting endangered species.

8 **Aim** **ICT** To prepare a poster

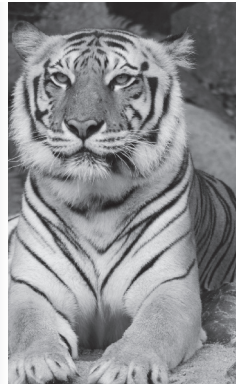
- Ask Ss to work in small groups and then give Ss time to prepare a poster.
- When the task is completed display the posters around the class.

Suggested Answer Key

WHAT WE CAN DO TO HELP PROTECT ENDANGERED SPECIES

Is there still time? Yes, there is. We can:

- join an environmental group that protects tigers.
 - write letters about threatened species to governments to make laws to stop hunting.
 - learn about adopting endangered species.
- Join us today!



6b

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

- Ss close their books. Say then write on the board: *I am going to watch TV tonight. 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 later.) 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 them to read the theory and the **Note** box.

2 **Aim** To practise *be going to* (affirmative form)

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

Answer Key

1 *He is going to eat pizza.*

2 *She is going to paint the walls.*

3 *He is going to play basketball.*

4 *They are going to have breakfast.*

3 **Aim** To practise *be going to* (negative form)

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

Answer Key

2 *isn't going to watch*

3 *isn't going to listen*

4 *aren't going to chat*

5 *aren't going to go*

4 **Aim** To practise *be going to*

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

Suggested Answer Key

This weekend, I'm going to read a book.

This weekend, I'm not going to watch sports on TV.

This weekend, I'm going to buy something online. etc

5 **Aim** To practise *be going to* (interrogative form)

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

Answer Key

2 *Are you going to stay, aren't*

3 *Are the children going to come, are*

4 *Is Tim going to study, isn't*

5 *Are you going to go, are*

6 **Aim** To practise *be going to*

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

Answer Key

2 A: *Is Andrei going to play tennis with Alex on Wednesday?*

B: *No, he isn't. He is going to have a Maths test.*

3 A: *Is Andrei going to go shopping on Tuesday?*

B: *Yes, he is.*

4 A: *Is Andrei going to have a Maths test on Friday?*

B: *No, he isn't. He is going to play tennis with Alex.*

5 A: *Is Andrei going to visit his grandparents on Saturday?*

B: *No, he isn't. He is going to have a barbecue at his aunt's house.*

6 A: *Is Andrei going to have a barbecue on Sunday?*

B: *No, he isn't. He is going to visit his grandparents.*

7 **Aim** To practise *be going to*

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

Answer Key

1 *isn't going to play*

4 *are going to chat*

2 *is going to watch*

5 *aren't going to attend*

3 *isn't going to visit*

8 **Aim** To practise *be going to*

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

Suggested Answer Key

1 *Yes, I am.*

2 *Are you going to work on TV when you grow up?*

– *No, I'm not.*

3 *Where are you and your family going to spend the weekend?*

– *We are going to spend the weekend at my uncle's house.*

4 *Are your parents going to attend a performance next Saturday?*

– *Yes, they are.*

Game

Aim To practise *be going to*

- Divide the class in two teams.
- A S from one team has to mime an activity and the other team has to guess it. If it's correct they win a point and if they lose the other team gets the point.
- The team with the most points wins.

Suggested Answer Key

Team A: *You are going to read a book.*

Team B: *Yes.*

Team B: *You are going to chat online.*

Team A: *Yes. etc*

6c

1 **Aim** To introduce the topic

- Ask Ss to look at the pictures and the text and elicit Ss' answers to the questions in the rubric.
- Play the video. Ss watch the video to find out if their guesses were correct.

Suggested Answer Key

I can see five wild animals (a rockhopper penguin, a meerkat, a tarantula, a Galapagos tortoise and a python).

I guess I can find all these animals together in a zoo.

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

- Ask Ss to read the title, look at the pictures and guess what it's about.
- Play the recording. Ss listen and read the text to find out if their guesses were correct.

Module 6

Answer Key

The text gives us information about being a zookeeper for a day at London Zoo.

3 To read for specific information

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

Answer Key

A B C E G

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

4 To express and justify a preference

- Give Ss time to consider their answer.
- Ask various Ss around the class to share their answers.

Suggested Answer Key

I would like to volunteer at a zoo because I love wild animals and I would like to find out more about them.

5 To complete an advert

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

Answer Key

1 experienced 3 meal 5 show
2 residents 4 risk

6 To listen for specific information

- Explain the task and play the recording.
- Allow Ss time to complete it and check their answers.

Answer Key

1 Thursday 4 jobs
2 Feed 5 22 May
3 health and eating habits

7 To practise persuasion

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

Suggested Answer Key

Ben, I am going to volunteer to be a zookeeper at London Zoo. It's just going to be for a day. Why don't you join me? We are going to feed the animals, clean their cages and we are also going to wear special overalls and gloves just like full-time zookeepers do. It's going to be a lot of fun. Let's apply together. What do you say?

8 a) To make notes

- Explain the task, read the text again and allow Ss time to make notes under the headings.
- Then check Ss' answers.

Answer Key

Type of job: zookeeper for a day

Duties: feed the animals, clean cages, lift boxes of food

Do/Don't: listen carefully to the full-time keeper's instructions, avoid touching animals

Clothes: overalls, gloves, wellington boots

b) To write a summary

- Explain the task and allow Ss time to complete it.
- Then check Ss' answers.
- Alternatively, assign for HW and check Ss' answers in the next lesson.

Suggested Answer Key

A zookeeper for a day is not easy. Your duties are to feed animals, clean cages and lift boxes of food. You must listen carefully to the full-time keeper's instructions and avoid touching the animals. The zoo is going to give you overalls and gloves, which you must wear at the zoo, but you have to bring your own wellington boots.

Create your own zoo. Think about: location, animals, gift shop, café, etc. Present your ideas to the class.

- Explain the task and allow Ss time to complete it.
- Then check Ss' answers.
- Alternatively, assign for HW and check Ss' answers in the next lesson.

Suggested Answer Key

My zoo is located close to the countryside. Most of the animals feel that they are in their natural environment because they are not in cages. Only dangerous wild animals are going to be in a cage for visitors to see. There is going to be a gift shop with souvenirs and a café that is located in the centre of the zoo.

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

6d

1 **Aim** To present the *present simple – present continuous (future meaning)*

- Ss close their books. Present the present simple and present continuous with a future meaning. Say then write on the board: *I am meeting Lyn tonight.* and *The train leaves at 8 o'clock in the morning.* Explain that we can use the present continuous to talk about a fixed arrangement in the near future and the present simple for timetabled events in the future.
- Ss' books open. Read the theory.

2 **Aim** To practise the *present continuous (future meaning)*

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

Answer Key

- 2 *Are Mina and Sue going to Helen's party on Thursday? No, they aren't.*
- 3 *Is Mina going to the supermarket on Tuesday? Yes, she is.*
- 4 *Is Mina joining the clean-up at the local park on Sunday? Yes, she is.*
- 5 *Are Mina and her mum volunteering at an animal shelter on Friday? No, they aren't.*

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

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

Answer Key

- 1 *is taking* 3 *are meeting* 5 *is having*
- 2 *has, finish* 4 *starts*

4 **Aim** To practise the *present continuous (future meaning)*

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

Suggested Answer Key

I am reading a book about animals this weekend.
I am watching a documentary about tigers this weekend.
I am volunteering at the zoo this weekend.
I'm not cleaning up my bedroom this Monday.
I'm not visiting my uncle this Monday.
I'm not eating pizza this Monday.

5 **Aim** To revise tenses

- Read the theory and revise the tenses given.
- Explain any points Ss are unsure of.

6 **Aim** To revise the *present simple and the present continuous*

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

Answer Key

- 2 *Are you volunteering* 4 *don't have*
- 3 *am building*

7 **Aim** To revise the *past simple and the past continuous*

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

Answer Key

- 1 *was visiting, saw*
- 2 *stood, put, left*
- 3 *were you doing*
- 4 *wasn't sleeping, came*
- 5 *didn't go, didn't feel*

8 **Aim** To revise *be going to, the present simple and the present continuous (future meaning)*

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

Answer Key

- 1 *are going to be, starts*
- 2 *are visiting*
- 3 *is going to enter*
- 4 *arrives*

Module 6

Game

Aim To practise tenses

- Explain the game.
- The Ss are divided into two teams. Each team takes turns making sentences with the words given. One point is given for every correct sentence. The team that gets the most points wins.

Suggested Answer Key

Team A: I went to the supermarket yesterday.

Team B: I am watering the plants now. etc

6e

1 **Aim** To identify linking sounds

- Explain the task. Play the recording with pauses. Ss listen and repeat chorally and/or individually.
- Allow Ss time to mark the linking sounds.
- Check Ss' answers.

Answer Key

Why don't we join in?

It sounds like fun.

I'm afraid I can't.

Never mind.

How about meeting at 9:30?

Great!

2 **Aim** To listen for specific information

- Play the recording. Ss follow the dialogue in their books.
- Ss answer the question in the rubric.
- Check Ss' answers.

Suggested Answer Key

I think they decide to join in an event.

3 **Aim** To learn synonymous sentences

- Explain the task and read out the phrases.
- Elicit answers from various Ss around the class.

Answer Key

Why don't we take part? = Why don't we join in?

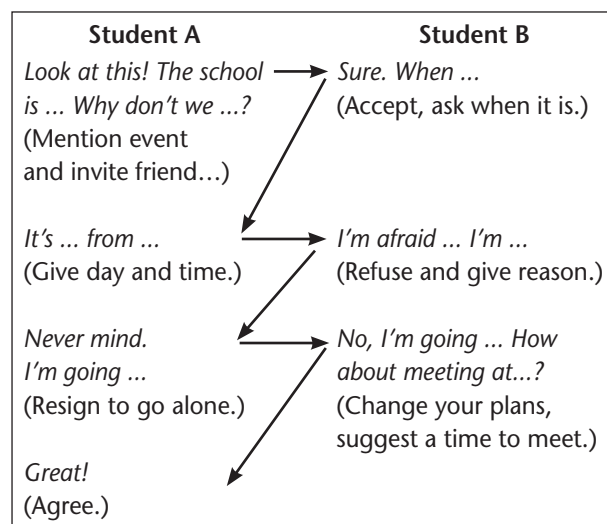
OK. = Sure.

It doesn't matter. = Never mind.

Is 9:30 OK with you? = How about meeting at 9:30?

4 **Aim** To practise role-playing

- Direct Ss' attention to the *Making suggestions-Accepting/Refusing* box and read the phrases aloud. Explain the situation.
- Remind Ss that they can use the sentences in Ex. 1, the dialogue in Ex. 2 as a model as well as the information in the poster to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.



Suggested Answer Key

A: Look at this! The school is having a clean-up day at the River Lea. Why don't we join in?

B: Sure. It sounds like fun. When is it?

A: It's on Saturday 7th June from 11 am to 4 pm.

B: I'm afraid I can't. I'm visiting my uncle.

A: Never mind. I'm going by myself.

B: No. I'm going to see my uncle on the 8th. How about meeting at 10:30?

A: Great!

6f

1 **Aim** To introduce the topic and predict the content of the text

- Direct Ss' attention to the pictures.
- Elicit guesses as to reasons they believe these animals are endangered.

Module 6

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

Suggested Answer Key

I believe that these animals are endangered because of overhunting and overfishing.

2 **Aim** To read for specific information

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

Answer Key

1 in the Yangtze River in China

2 2.5 metres

3 is a symbol of death

4 small kangaroo

5 Taunton National Park in Queensland

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Direct Ss' attention to the famous quotation box and read it aloud.
- Play the video for the Ss and elicit their comments at the end.

3 **Aim** **ICT** To collect information about an endangered animal and prepare a digital presentation.

- Explain the task. Ss work in pairs and collect information from the internet or other sources of reference and prepare a PowerPoint presentation.
- Ask various Ss to show their presentation to the class.
- Alternatively, assign for HW and check Ss' answers in the next lesson.

Suggested Answer Key

name: fin whale

where it lives: in all oceans of the world

what it looks like: second largest whale, light-grey to brownish-black skin on topside and white skin on underside

why it is endangered: overfishing

Suggested Answer Key

The fin whale is the second largest whale in the world with light-grey to brownish-black skin on its topside and white skin on its underside. It lives in all oceans in the world. It is an endangered species because of overfishing.

Fishing boats continuously hunt thousands of these whales every year which causes the number of fin whales to drop drastically.



Fun Time 6

1 **Aim** To form collocations

- Read the words in the boxes and Ss match them to form collocations.
- Then give Ss time to make sentences.
- Check Ss' answers.

Answer Key

environmental group

endangered animals

water pollution

face extinction

energy waste

plant-a-tree day

Suggested Answer Key

*Mary is in an **environmental group** that does park clean-ups every weekend.*

*We must protect **endangered animals** from extinction.*

***Water pollution** happens when people throw factory waste and rubbish into lakes, rivers and the sea.*

*White lions **are facing extinction**.*

*We mustn't leave appliances on standby mode to avoid **energy waste**.*

*Our school is organising a **plant-a-tree day** this week.*

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

- Explain the task. Allow Ss some time to read the statements and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to mark the statements correctly.
- Check Ss' answers.

Module 6

Answer Key

1 T 2 F 3 F 4 T

3 To write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz questions in pairs.
- Ss can use the quiz in Ex. 2 as a model.
- Ss swap their quizzes with another pair and do it, then report back to the class.

Suggested Answer Key

- 1 *Loggerhead turtles lay eggs in the sand. (T)*
- 2 *Galápagos tortoises don't like being touched. (F – They like when people pet them.)*
- 3 *Aye-aye lemurs are from Australia. (F – Madagascar)*
- 4 *There are only about 500 bridled nail-tailed wallabies left in the wild. (T)*

Song

4 To predict information

- Explain the words given and Ss predict what the song is about.
- Play the recording. Ss listen to find out.

Suggested Answer Key

The song is about protecting our environment.

5 To develop critical thinking skills

- Give Ss time to consider their answers.
- Ask various Ss around the class.

Suggested Answer Key

*We can use cloth bags when we go shopping, this way we can avoid using plastic bags.
We can recycle glass, plastic and paper.
We can take a shower and not a bath.*

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

Revision 6

1 To consolidate vocabulary learnt in the module

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

Answer Key

- | | |
|--------------|------------|
| 1 Exhaust | 6 mammals |
| 2 rare | 7 whiskers |
| 3 poisons | 8 risk |
| 4 donate | 9 face |
| 5 endangered | 10 wild |

2 To consolidate prepositions learnt in the module

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

Answer Key

- | | | |
|-------|------|---------|
| 1 in | 3 on | 5 after |
| 2 for | 4 to | |

3 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|---------------------|--------------------|
| 1 am going to make | 6 is going to buy |
| 2 aren't going | 7 is going to fall |
| 3 is going to crash | 8 is coming |
| 4 finishes | 9 is working |
| 5 is leaving | 10 is flying |

4 To consolidate grammar learnt in the module

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

Answer Key

- | | |
|---------------------|-------------------------|
| 1 called | 4 starts |
| 2 was walking | 5 isn't going to travel |
| 3 is going to spend | |

5 To consolidate Everyday English learnt in the module

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

Answer Key

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

Monstertrackers! 3

The Chupacabra

1 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 if their guesses were correct.

Answer Key

The Chupacabra

2 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 No	3 No	5 No
2 Yes	4 Yes	6 No

3 To label the pictures

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

Answer Key

1 goat	4 chicken	7 glow
2 hotel	5 flat tyre	
3 escape	6 garage	

4 To correct a summary

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

Answer Key

The Chupacabra is a monster in Chile. It eats goats and chickens. The Monstertrackers are after it. They are at a hotel in Santiago. After dinner, Tracker takes some chicken to his room. Tracker wakes up in the night. The Chupacabra is in his room. Its eyes glow red. It gets the chicken and escapes. Boogey can't go after it because he has flat tyres. They take Boogey to the garage.

Fact or Fiction?

- The Chupacabra has spines on its back and its eyes glow red. **Fact**
- It lives in many parts of North and South America. **Fiction**
- Play the video for the Ss and elicit their comments at the end.

Check your 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.

Festivities

Christmas (p. 111)

1 To listen and read for gist

- Direct Ss' attention to the picture and the title. Elicit Ss' guesses to the question in the rubric.
- Play the recording. Ss listen and read the text to check their guesses.

Answer Key

Three poor sisters washed their stockings and hung them up to dry by the fireplace. Then, that night, Saint Nicholas went to their house and filled their stockings with gold coins.

2 To read for specific information

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

Answer Key

1 T 2 F 3 T 4 DS 5 F

3 ICT To talk about Christmas traditions in various countries; to develop research skills; to compare Christmas traditions in various countries and Romania

- Explain the task to Ss. Ss work in small groups. Allow them time to research information about Christmas traditions in various countries. Ss make notes and use them to compare Christmas traditions in other countries to Christmas traditions in Romania.
- Monitor the activity around the class. Invite various Ss to make their comparisons in front of the class.

Suggested Answer Key

Romania	
general traditions	family gets together – big feast, a drumming band: 'dubasi'
decorations	Christmas tree, Christmas lights, decorations
food	roast gammon, pork chops, ciorba de perisoare, sarmale, cozonac, gogosi, cheesecakes
UK	
general traditions	family gets together – big feast, carol services
decorations	Christmas tree, ivy and mistletoe
food	roast turkey, roast vegetables, gravy, brussel sprouts, Christmas pudding, mince pies, lots of chocolates, trifle, Christmas cake

Italy	
general traditions	family gets together – big feast, children go out carol singing
decorations	nativity scene
food	different fish and/or meat dishes depending on the region

Here are Christmas traditions in three countries around the world: Romania, UK and Italy. In all three countries people get together and have a big meal on Christmas day. In Romania, children go out carol singing from house to house. This tradition is the same in Italy. There is a similar tradition in the UK, the carol service which is a Christmas church service. Also, in Romania there is a drumming band called Dubasi. It is usually a group of unmarried men who play various musical instruments like a saxophone or a violin. They go around the streets and give presents while filling the air with Christmas music! Christmas decorations are similar in all three countries. These include a Christmas tree with decorations and lots of Christmas lights. In the UK people also use ivy and mistletoe to decorate their houses. In Italy, it is very common to see a nativity scene. A traditional Christmas meal in Romania includes roast gammon, pork chops and ciorba de perisoare, which is a slightly sour vegetable soup made with fermented bran and pork meatballs. Also, there is sarmale. This is cabbage leaves stuffed with meat and served with polenta. For desert people in Romania eat cozonac a rich fruit bread or Romanian doughnuts called gogosi and cheesecake. In the UK people have roast turkey and roast vegetables with gravy. It is traditional to have brussel sprouts on the Christmas table in the UK. Traditional British Christmas desserts are Christmas pudding, mince pies, lots of chocolates, trifle, and Christmas cake which is similar to the Romanian cozonac. Christmas meals differ a lot in Italy. People in different parts of the country have different traditional dishes for the main course.

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

Hogmanay (p.112)

1 To listen and read for specific information

- Direct Ss' attention to the pictures and elicit Ss' guesses to the question in the rubric.
- Play the recording. Ss listen and read to find out if their guesses were correct.

Answer Key

They are related to superstitions and traditions of New Year's Eve in Scotland.

2 To read for specific information

- Give Ss time to read the text again and then complete the sentences according to what they read.
- Check Ss' answers.

Answer Key

- 1 the year will be lucky. 3 a man with dark hair.
2 the New Year will bring. 4 a gift.

What New Year's superstitions and traditions have you got in your country?

Ask Ss to research online and tell the class about New Year's superstitions and traditions in Romania.

Suggested Answer Key

In Romania we like to wear something new on New Year's Eve for good luck, and have money in our wallets and pay any debts. We also like to have a lot of food in our house to make sure that the New Year will bring us prosperity. Lastly, the first footer is important to us because we say that this person will bring us luck for the coming year.

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

Grandparents' Day (p.113)

1 To listen and read for gist

- Direct Ss' attention to the picture and the title. Elicit Ss' guesses to the question in the rubric.
- Play the recording. Ss listen and read the text to check their guesses.

Answer Key

People in the USA, Canada and the UK celebrate Grandparents' Day by giving cards and gifts to grandparents, having picnics and barbecues, and having parties.

2 To read for specific information

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

Answer Key

- 1 F 2 DS 3 T 4 F 5 T

3 To talk about Grandparent's Day in Romania

Elicit answers from various Ss around the class about how people celebrate Grandparents' Day in Romania.

Suggested Answer Key

In Romania we celebrate Mother's Day, Father's Day and Children's Day. There isn't an official Grandparents' Day in Romania. However, grandparents are very important to children.

How are you planning to celebrate Grandparent's Day this year?

- Ask various Ss to tell the class about Grandparents' Day in Romania.

Suggested Answer Key

I'll find out when Grandparents' Day is celebrated in the UK and on that day, I'll make a card and a personal gift for my grandparents.

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

Evaluation Key

Evaluation (Modules 1-2)

Vocabulary

- 1 1 play 3 do 5 go 7 listen
2 surf 4 watch 6 read 8 have

Suggested Answer

- 1 I play sports every weekend.
- 2 I usually surf the Net in the afternoon.
- 3 I always do the chores at the weekend.
- 4 I often watch TV in the evening.
- 5 I sometimes go shopping on Friday.
- 6 I usually read a book at the weekend.
- 7 I sometimes listen to music in the evening.
- 8 I always have a snack in the afternoon.

- 2 1 gardener 3 baker
2 theme park mascot 4 police officer
- 3 1 bowling 4 jigsaw puzzles
2 jewellery making 5 archery
3 vlogging

Suggested Answer

My favourite hobby is stamp collecting.

- 4 1 rude 3 oval
2 patient 4 wrinkles
- 5 Sam is middle-aged. He is plump and tall. He has got grey hair. He has a moustache and a beard.
Jane is young. She is short and slim. She has got long curly brown hair.
Phil is middle-aged. He is tall and thin. He has got grey hair.
Mandy is middle-aged. She is tall and thin. She has got fair hair.

Grammar

- 6 1 bigger 7 more expensive
2 as long 8 cheaper
3 taller 9 tall
4 smaller 10 worse
5 busier 11 more popular
6 better 12 funnier

- 7 1 are you 8 aren't going
2 am writing 9 is raining
3 are staying 10 don't like
4 go 11 are having
5 takes 12 is shopping
6 have 13 are you spending
7 walk 14 Are you having

8 *Suggested Answer*

In this picture I can see a narrow street with beautiful buildings. It's cloudy. There are cafés and restaurants. There are some people on the street. They are walking and they look happy.

- 9 1 Did you go, stayed, watched
2 was, didn't hear
3 did you visit, was
4 did you cook, didn't want, stopped, ate

10 *Suggested Answer*

When I was 10 years old, I didn't use to spend summer holidays by the sea.
When I was 10 years old, I used to walk to school.
When I was 10 years old, I used to sleep early on weekdays.
When I was 10 years old, I didn't use to go to the cinema on Saturdays.
When I was 10 years old, I didn't use to cook my own meals.
When I was 10 years old, I didn't use to go to escape rooms.
When I was 10 years old, I didn't use to play tennis.

Everyday English

- 11 1 c 2 d 3 e 4 b 5 a

Evaluation (Modules 3-4)

Vocabulary

- 1 1 scrambled 3 sleep 5 steamed
2 junk 4 surf 6 baked
- 2 1 burnt 3 hit 5 cut
2 twisted 4 pulled 6 bruised

Evaluation Key

- 3 1 hospital 5 hairdresser's 9 chemist's
2 florist's 6 library 10 post office
3 baker's 7 butcher's
4 school 8 greengrocer's

- 4 a) 1 transport 5 services
2 air 6 universities
3 mall 7 entertainment
4 streets 8 pollution

- b) city: 1, 3, 4, 6, 8
countryside: 2, 5, 7

Grammar

- 5 1 reached 6 was eating
2 went 7 were having
3 were sunbathing 8 started
4 were swimming 9 didn't stop
5 was taking 10 spent
- 6 1 were you doing 5 was blowing
2 when 6 were sleeping
3 wasn't doing 7 arrived
4 while 8 Did you visit
- 7 1 Is there, Yes, there is.
2 Are there, No, there aren't.
3 Is there, No, there isn't.
4 Are there, Yes, there are.
5 Is there, No, there isn't.

8 Suggested Answer

In my neighbourhood there is a school, a bank, two beautiful parks and a library. There is a hospital and a post office, too. There isn't a fire station or a police station.

9 Suggested Answer

In the living room there is a large window behind the sofa. There are two armchairs opposite the sofa. There is a table between the armchairs and the sofa. There is one more sofa near the window. Also, there are a lot of cushions on the sofas. There is a plant next to the window. There is one more small table between the two armchairs and there is a small candle on it. There is also a fireplace on the left. There is a large carpet on the floor.

- 10 1 manner 3 time 5 manner
2 place 4 time 6 place

Everyday English

- 11 1 e 3 b 5 a
2 f 4 d 6 c

Evaluation (Modules 5-6)

Vocabulary

- 1 1 sign 5 request
2 chatting 6 message
3 retweeted 7 profile
4 uploaded 8 add
- 2 1 KEYBOARD 4 MOUSE
2 WEBCAM 5 SCREEN
3 SPEAKERS
- 3 1 c snow leopard 4 e loggerhead turtle
2 f blue whale 5 b giant panda
3 a black rhino 6 d white shark
- 4 a) 1 cutting 4 throwing
2 lose 5 poison
3 polluting 6 leave
- b) 1 deforestation 4 rubbish
2 endangered species 5 pollution
3 pollution 6 energy waste

5 Suggested Answer

The snow leopard has got a large body, four legs and a long tail. It has got fur. It has got a mouth, whiskers and two eyes.

The black rhino has got a big body, four legs and a short tail. It has got horns, a mouth and two eyes.

The dolphin has got a big body and a tail. It has got fins, a mouth and two eyes.

Evaluation Key

Grammar

6 *Suggested Answer*

- 2 A: Mr Jameson, may I use your laptop?
B: Yes, you may.
- 3 A: Mary, can I borrow your scarf?
B: Of course you can.
- 4 A: Mr Jones, may I leave the PE lesson?
B: No, you may not.

- 7 1 must 5 mustn't
2 Can 6 So
3 Neither 7 do
4 May 8 mustn't

- 8 1 didn't he? 4 didn't he?
2 can't you? 5 isn't it?
3 isn't she? 6 isn't it?

- 9 1 leaves 4 is flying
2 is going to be 5 am not meeting
3 am going to make

10 *Suggested Answer*

I am going to spend this winter break at my grandparents' house. Schools close on Friday. I am leaving my house on Saturday morning. I am going to help my grandma with cooking and I am going to do the gardening with grandpa. It is going to be very cold, so I am going to take warm clothes with me. We are having a family dinner on Sunday, so the whole family is coming to my grandparents' house. We are going to have a great time!

- 11 1 B 3 B 5 C 7 C
2 C 4 A 6 A

Everyday English

- 12 1 c 2 f 3 e 4 b 5 a 6 d

Student's Book Audioscripts

Welcome Back!

Exercise 15 (p. 12)

Secretary: Good morning. How can I help?

Student: I'm here to register for my identity card.

Secretary: Okay. Here is the form. Let's fill it in together. Firstly, what's your name?

Student: It's Adam.

Secretary: And your surname?

Student: Crossley. That's C-R-O-double S-L-E-Y.

Secretary: And how old are you, Adam?

Student: I'm 15.

Secretary: OK, and you're obviously male, so now it's your address I need.

Student: I live at number thirty-one, Wood Street, Crowthorne.

Secretary: Right. Could you tell me your mobile number, please?

Student: It's 07743 5737352.

Secretary: In an emergency, who do you want us to contact?

Student: My father. His name is Bruce. He has the same surname as I do, and the same address.

Secretary: And finally, what's his mobile phone number?

Student: It's 07774 635489.

Module 1

Exercise 2 (p. 21)

Derek: Hi Olivia! You look like you're in a hurry!

Olivia: I am. I'm going home to do my chores before my party tomorrow.

Derek: Are you usually this busy after school?

Olivia: No. I usually watch some TV or listen to music before I have dinner with my family. How about you? Where are you going now?

Derek: Well, I usually play tennis with my cousin after school, but he's ill today, so I'm going shopping with Terry instead.

Olivia: That sounds like fun. Well, got to go now!

Derek: OK. Bye!

Exercise 5 (p. 26)

Emily: Hi, Matt! What are you looking at?

Matt: It's a photo of me and my cousins, Tony and Robert, on holiday.

Emily: It's a nice photo! Is Tony the one with a moustache?

Matt: No, that's Robert. Tony's the one with the spiky hair.

Emily: I see. Tony looks quite young. How old is he? Seventeen?

Matt: Actually, he's 22.

Emily: Wow! He looks younger! And how old is Robert? He looks about twenty-eight.

Matt: Wrong again! Robert is thirty-five.

Emily: Ha ha! It's not my fault everyone in your family looks younger! They seem like really nice people, though.

Matt: They are. Robert is really funny and very patient, and Tony is the most honest person I know. The only problem with my younger cousin is that he can be a little rude to people he doesn't know, sometimes. But everyone gets to like him after a short while.

Emily: Your cousins sound very interesting. Maybe I can meet them some day!

Module 2

Exercise 4 (p. 41)

Headmaster:

Settle down everyone. Now there's one more announcement I want to make. This year the annual school show at Blackwood High School is in the hands of our Year 10 Students and they've decided to put on the musical Cats. So I hope everyone will come and see it on the 15th of November at 8 pm in the main hall and tell all your family and friends. Whoever wants tickets should see the school secretary Mrs Green during school hours.

Module 3

Exercise 5 (p. 57)

Emma: Dan! How are you? I hear you had an accident on your skiing holiday in the French Alps last month!

Dan: Can you believe it! I'm OK, but poor Bob's not so good.

Emma: What happened?

Dan: Well, it was a bright sunny day and we were having a great time whizzing down the slopes. We were both in a great mood, as you can imagine.

Emma: Yeah, go on. Then what?

Dan: All of a sudden, there was a terrible rumbling sound coming from behind us! It was really scary, I can tell you!

Emma: What was it?

Dan: An avalanche, of all things! There was a huge mountain of snow rolling down the mountain. It was heading right for us!

Emma: What did you do?

Dan: We skied as fast as we could to get out of the way, but the force of the snow hit us quite hard! It knocked us both right off our feet!

Emma: But you were OK?

Dan: Yes, I was fine, but Bob broke his leg.

Emma: Did you get help?

Student's Book Audioscripts

Dan: Well, I tried to keep Bob calm. I made sure he was warm and that he didn't move his leg. Then, we waited for someone to come and rescue us.

Emma: I bet you were really worried.

Dan: I was! I didn't want to spend the night on the mountain!

Emma: Of course not! Did someone arrive to help?

Dan: After a couple of hours, I heard a helicopter, so I started waving to get their attention. Luckily, they saw us and lifted us off the mountain safely.

Emma: Thank goodness for that!

Dan: You bet! We were so relieved. What an experience!

Module 4

Exercise 3 (p. 71)

Jessica: What a beautiful house, Matt. It's old and made of stone. I love the river running in front of it. It looks very peaceful.

Matt: It is. Inside, there is a lot of old furniture. From the bedroom, you can hear the boats passing by. I love going there.

Jessica: Oh? You don't live there?

Matt: No, it belongs to my friend Bill. My family lives in a flat. It's very modern. The building has orange bricks and there aren't any trees round it. What about you, Jessica? What's your house like? Do you like it?

Jessica: Well, we used to live in the mountains – a wooden chalet covered in snow! But our house we live in now is nice too. It's big and white and has many rooms. In the garden, there's a swimming pool, and a table and chairs nearby.

Matt: Hey, your house sounds amazing! Maybe Bill and I can visit you sometime.

Jessica: That sounds great!

Module 5

Exercise 6 (p. 87)

Int: Good morning, I'm from the school newspaper. Does your family have a computer at home?

Brendan: Yes.

Int: Great. Do you have a few minutes to answer a few questions?

Brendan: Sure, go ahead.

Int: Thanks! Right, first of all, what's your name?

Brendan: Brendan.

Int: ... Brendan ... OK, got it. Right, well I'm doing a survey about what people use their computers for. What do you use the computer for, Brendan?

Brendan: Oh, that's easy. I sometimes use it to burn CDs, but I mainly use it to play computer games. I love them!

Int: OK. What about the other members of your family?

Brendan: My little sister Emily loves music, so she burns CDs all the time.

Int: Does she download music, too?

Brendan: Actually, no. My brother Alan does, though. He knows all the best sites.

Int: And your parents? What do they use the computer for?

Brendan: Well, actually my mum doesn't really like computers. She says surfing the Internet is a waste of time! She does sometimes send a few emails to her friends, though.

Int: And what about your dad?

Brendan: Oh, he uses the computer all day at work, so he doesn't use it a lot at home. He sometimes uses it to surf the Internet to find out information, but he never downloads things or plays games or anything like that.

Int: OK, thanks very much for your time, Brendan.

Brendan: You're welcome.

Module 6

Exercise 6 (p. 101)

Good morning. This is Zara Johnson, the head zookeeper at Bristol Zoo. Today, I'm happy to announce that we want to hire five teenagers to work as part-time zookeepers during the summer. The positions are from early June to late August and the successful candidates are going to work Thursdays to Sundays from nine in the morning to two in the afternoon.

So, what type of teen are we looking for to fill these positions? Well, firstly, you must be aged between 14 and 18 and you must attend a local secondary school – somewhere in the Bristol area. Also, you need to be in good shape, as the job is quite physically challenging.

Our teen zookeepers have a number of different duties around the zoo. Firstly, they help out at feeding time. This involves making sure each animal gets the right amount of food at the right time of the day. Teens also help to bathe animals. For example, larger animals such as elephants need to be washed regularly. Also, an important part of a zookeeper's day involves paperwork. Our teen workers take a record of animals' health as well as their eating habits. This information helps vets if an animal has an illness or injury.

To apply for a position in this programme please email us at jobs@bristolzoo.com. Please attach your CV to your email. If you have any questions about the job, you can email us at jobs@bristolzoo.com or call us at 212-234211. The last date for applications is 22 May. Don't miss out on this chance to experience life as a zookeeper! We look forward to hearing from you!

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		
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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 daily routines & free-time activities	
talk about jobs	
talk about physical appearance & character	
express preferences	
compare myself to other people	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write an article about my best friend	
write about my family's daily routine	

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 fun activities	
• talk about hobbies & sports	
• talk about events/celebrations	
• talk about past events	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write an article about my hobby	
• write an email to my penfriend about an event	
• write about a sporting event	

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 healthy/unhealthy habits	
talk about food & cooking methods	
talk about injuries/accidents	
narrate a past event	
order breakfast	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write a recipe	
write a story	
write about food in my country	

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 shops & public buildings	
• describe my neighbourhood	
• talk about city life – country life	
• describe neighbourhoods	
• talk about houses	
• ask for information in shops/public places	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a short paragraph to compare the place I live in to other places	
• write an email about my house	
• write a text about the capital city of my country	

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 means of communication	
talk about using social media	
describe computers	
agree – disagree	
give instructions	
explain gestures	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write a leaflet about social media	
do a survey/make a graph	
write a leaflet about the cultural etiquette in my country	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.	
• talk about environmental problems	
• talk about endangered animals & parts of the body	
• talk about my future plans & intentions	
• make suggestions – accepting & refusing	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• make a poster about endangered animals	
• write a summary about a summer job	
• write about an endangered animal	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
talk about daily routines & free-time activities			
talk about jobs			
talk about physical appearance & character			
express preferences			
compare myself to other people			
write an article about my best friend			
write about my family's daily routine			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
talk about fun activities			
talk about hobbies & sports			
talk about events/celebrations			
talk about past events			
write an article about my hobby			
write an email to my penfriend about an event			
write about a sporting event			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
talk about healthy/unhealthy habits			
talk about food & cooking methods			
talk about injuries/accidents			
narrate a past event			
order breakfast			
write a recipe			
write a story			
write about food in my country			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about shops & public buildings			
describe my neighbourhood			
talk about city life – country life			
describe neighbourhoods			
talk about houses			
ask for information in shops/public places			
write a short paragraph to compare the place I live in to other places			
write an email about my house			
write a text about the capital city of my country			

Progress Report Card

..... (name) can:		Module 5	
	very well	OK	not very well
talk about means of communication			
talk about using social media			
describe computers			
agree – disagree			
give instructions			
explain gestures			
write a leaflet about social media			
do a survey/make a graph			
write a leaflet about the cultural etiquette in my country			

Progress Report Card

..... (name) can:		Module 6	
	very well	OK	not very well
talk about environmental problems			
talk about endangered animals & parts of the body			
talk about my future plans & intentions			
make suggestions – accepting & refusing			
make a poster about endangered animals			
write a summary about a summer job			
write about an endangered animals			

Limba modernă 2 – limba engleză

ISBN 978-1-3992-1587-9



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