

Limba modernă 1 - Limba engleză

Clasa a V-a

Jenny Dooley

Teacher's Book



Express Publishing



Uniscan Grup Educațional

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Introduction to the Teacher

This course is a modular course for learners studying English for Grade 5, L1. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

The course consists of six modules. Each module consists of six lessons plus CLIL sections, Project Time, Presentation Skills & Values. The corresponding module in the Workbook provides the option of additional practice.

Course Components

Student's Book

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

Workbook

The **Workbook** is in full colour and contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English & Reading. A Fun Time section appears at the end of the Workbook and reviews the module in a fun way. It includes board games and quizzes that revise information presented in the module and act as a sample for students to prepare similar quizzes of their own. It also has songs that are connected to the themes of the modules. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Teacher's Book

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

Class Audio CDs

The **Class Audio CDs** contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in

the Listening and Reading sections as well as the Pronunciation/Intonation section and songs in the Workbook.

Digital Book

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

ELEMENTS OF THE COURSEBOOK

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

Each module contains the following sections:

Vocabulary

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

Reading

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

Grammar

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

Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, notes, postcards and emails. This progress from short sentences to paragraphs and finally to full texts, allows students to gradually build up their writing skills.

Across Cultures/CLIL

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

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

Progress Check

This section appears at the end of each module, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the module. A *Competences marking scheme* at the end of every Progress Check section allows students to evaluate their own progress and identify their strengths and weaknesses.

World Tales

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

Evaluation

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

Suggested teaching techniques

A Presenting new vocabulary

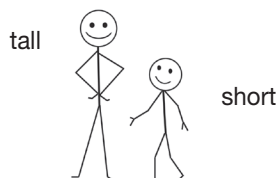
Much of the new vocabulary in the course is presented through pictures. Ss are asked **to match the pictures to listed words/phrases**. (*See Student's Book, Module 2, p. 40, Ex. 2.*)

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

- **Miming**. Mime the word you want to introduce. For instance, to present the verb *sing*, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions**. Examples:
 - present the word **strong** by giving a synonym: 'powerful'.
 - present the word **strong** by giving its opposite: 'weak'.
 - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
 - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example**. Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce


the words **city** and **town** by referring to a city and a town in the Ss' country: 'Rome is a city, but Parma is a town.'

- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



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

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

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

B Choral & individual repetition

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

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

CListening & Reading

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

- **Listening for detail.** Ss listen for specific information. (See *Student's Book, Module 3, p. 61, Ex. 7*)

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Module 3, p. 52, Ex. 2. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the dialogue/text.*)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Module 3, p. 52, Ex. 3. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

Note: VIDEOS

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

D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Module 1, p. 19, Ex. 3 where Ss use the same structures to act out a dialogue.*)
- Ss are led to free speaking activities. (See *Student's Book, Module 2, p. 40 Ex. 3 where Ss are provided with the necessary lexical items and structures and are asked to make descriptions of themselves and of a family member.*)

E Writing

All writing tasks in the course have been carefully designed to closely guide Ss to produce a successful piece of writing. They are all further analysed in an extra writing section at the back of the book with model texts and exercises that aim to help students improve their writing skills.

- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Module 3, p. 53, Ex. 8. Ss are asked to write an email to their English-speaking friend.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

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

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

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

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

G Correcting students' work

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

- **Oral accuracy work:**

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

- **Oral fluency work:**

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

- **Written work:**

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

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

H Class organisation

- **Open pairs**

The class focuses its attention on two Ss doing the set task together. Use this technique when

you want your Ss to offer an example of how a task is done. (See Ex. 7 on p. 59 of the Student's Book.)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 2 on p. 73 of the Student's Book)

- **Stages of pairwork**

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

- **Group work**

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

- **Rolling questions**

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

I Using L1 in class

Use L1 in moderation and only when necessary.

Abbreviations

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


T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
		sb	Somebody
Ex(s).	Exercise(s)	sth	Something


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


 audio

 monologue

 pairwork

 groupwork

 words to be explained using the context each appears in

 **Note** grammar explanations or vocabulary items

 **Grammar** grammar explanations


 **Vocabulary** vocabulary items

 **Language Awareness** language explanations

 **Punctuation Time** punctuation explanations

 **Word** question words


 ICT – research


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


 **Game!** games

 projects

 **Video** animation/video

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

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

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

Welcome back

Lesson Objectives: To present/practise/revise greetings, introducing yourself/others, classroom language, the imperative, the alphabet & spelling; subject personal pronouns, the verb to be (affirmative), numbers, to ask about telephone numbers, to ask about/tell the time, to present/practise/revise school subjects, a/an, classroom objects, and colours

Vocabulary: Cardinal numbers (1-100), colours (brown, purple, pink, grey, green, red, yellow, black, orange, blue, white), classroom objects (pencil case, glue, pen, rubber, pencil, ruler, notebook, blackboard, desk, whiteboard); Other (smartphone, ball, iPod, umbrella, alarm clock, digital camera, agenda, scarf, chalk, sharpener, schoolbag)

(pp. 8 - 9)

1 **Aim** To present greetings

- Play the recording.
- Ss repeat chorally and/or individually.
- Explain each situation or time of day.

2 a) **Aim** To complete a dialogue

- Read out the **Note** box.
- Then read out the phrases and give Ss time to use them to complete the dialogue.

Answer Key

1 Hello 3 Nice to meet you
2 This is 4 Goodbye

b) **Aim** To listen to and read a dialogue

- Play the recording. Ss listen and check their answers to Ex. 2a.
- Then divide the class into groups of three and ask them to take roles and read the dialogue aloud.

Game!

Ss play the game in pairs. Go around the class and monitor the game. Elicit answers from Ss around the class.

(Ss' own answers)

3 **Aim** To present classroom language

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

4 **Aim** To present and practise the imperative

- Read out the **Note** box and go through the table.
- Then ask a pair of Ss to model the activity using the example.
- Then have Ss complete the task in pairs following your instructions.

(Ss' own answers)

(pp. 10 - 11)

1 **Aim** To present and practise the alphabet

- Play the recording.
- Ss listen and repeat the letters.

2 **Aim** To learn the spelling of some names

- Read the **Note** box aloud.
- Play the recording.
- Ss listen and choose the correctly spelt name in each pair.
- Check Ss' answers.

Answer Key

1 B 2 B 3 A 4 A

3 a) **Aim** To listen to and read a dialogue

- Play the recording. Ss listen and read.
- Then choose two Ss to read the example dialogue.
- Ask Ss to answer to the question in the rubric.

Suggested Answer Key

In the dialogue, a student and a teacher introduce themselves.

b) **Aim** To role play a dialogue and practise spelling names

- Allow Ss some time to complete the task with the rest of the names in closed pairs.
- Monitor the activity around the class.
- Ask some pairs to act out their dialogues.

Welcome back

Answer Key

A: Hello, I'm Mr Drake. I'm your new teacher.
What's your name?

B: Hello, Mr Drake. I'm Andreea.

A: And your surname?

B: Radu.

A: How do you spell it?

B: R - A - D - U.

A: Hello, I'm Mr Drake. I'm your new teacher.
What's your name?

B: Hello, Mr Drake. I'm Bogdan.

A: And your surname?

B: Dumitrescu.

A: How do you spell it?

B: D - U - M - I - T - R - E - S - C - U.

A: Hello, I'm Mr Drake. I'm your new teacher.
What's your name?

B: Hello, Mr Drake. I'm Alexandra.

A: And your surname?

B: Popescu.

A: How do you spell it?

B: P - O - P - E - S - C - U.

A: Hello, I'm Mr Drake. I'm your new teacher.
What's your name?

B: Hello, Mr Drake. I'm Cristina.

A: And your surname?

B: Popa.

A: How do you spell it?

B: P - O - P - A.

4 To present subject personal pronouns

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

5 To practise subject personal pronouns

- Ask Ss to look at the pictures and choose the correct answer and then write them in their notebooks.
- Check the answers around the class.

Answer Key

1 I 2 she 3 it 4 we

6 To present/practise the verb to be

- Present the verb *to be*. Write on the board: *I am Ingrid. I'm Ingrid.* Present the full and contracted forms of the present simple affirmative of the verb *to be*.
- Point to a S. Say: *You're Bogdan.* Then write it on the board.
- Point to a male S in the class and say: *He's Andrei.* Then write it on the board.
- Point to a female S in the class and say: *She's Cristina.* Then write it on the board. Continue with the rest.
- Ask Ss to read the table and then explain the task and read out the example.
- Read out the **Note** box.
- Allow Ss time to complete the task and check Ss' answers.

Answer Key

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

(pp. 12 - 13)

1 To present numbers (1-20)

- Play the recording. Ss listen and repeat the numbers.
- Ask Ss to count from 1-20.

2 To practise numbers (1-20)

- Explain the task and give Ss time to complete it and write the answers in their notebooks.
- Check Ss' answers on the board.

Answer Key

1 e 2 d 3 a 4 b 5 c

3 To consolidate the spelling of some numbers

- Ask Ss to unscramble the letters to find the numbers.
- Elicit answers from Ss around the class.
- If time allows, continue the activity using different numbers on the board.

Answer Key

1 eight 2 fifteen 3 three 4 twelve

4 **Aim** To practise asking about telephone numbers

- Read the **Note** box aloud.
- Choose two Ss to read through the example dialogue.
- Allow Ss some time to complete the task with the rest of the numbers in closed pairs.
- Monitor the activity around the class.
- Ask some pairs to act out their dialogues.

Answer Key

- 2 A: *What's your telephone number?*
B: *It's double five - two - four - three - oh - eight - nine.*
- 3 A: *What's your telephone number?*
B: *It's double two - nine - four - double three - one - eight.*
- 4 A: *What's your telephone number?*
B: *It's seven - two - oh - nine - eight - six - three - two.*
- 5 A: *What's your telephone number?*
B: *It's three - seven - oh - two - five - nine - two - one.*

5 **Aim** To present and practise numbers (21-100)

- Read the **Note** box aloud.
- Play the recording. Ss listen and repeat the numbers chorally and/or individually.
- Check Ss' pronunciation and intonation.

6 **Aim** To distinguish between numbers

- Play the recording.
- Ss listen and circle the correct number.
- Check Ss' answers.

Answer Key

- | | | |
|-------|------|------|
| 1 12 | 3 50 | 5 13 |
| 2 100 | 4 42 | 6 80 |

7 **Aim** To practise numbers

- Explain the task and read out the example.
- Ask Ss to look at the pictures and complete the sentences with the correct numbers and then write them in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|----------------|----------------|
| 2 seventy-nine | 6 thirty-seven |
| 3 forty-five | 7 fifty-six |
| 4 eighteen | 8 twenty-nine |
| 5 sixty-one | |

(pp. 14 - 15)

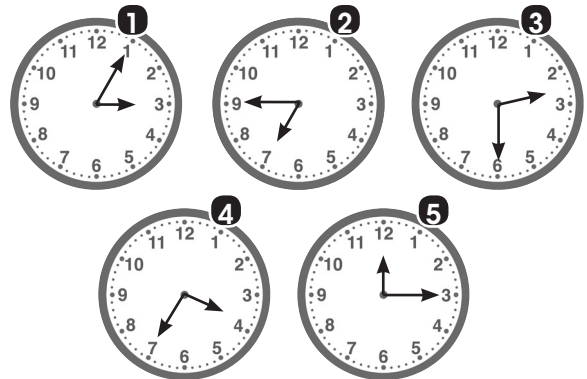
1 **Aim** To present the time

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

2 **Aim** To practise telling the time

- Ask Ss to copy the clock faces into their notebooks.
- Then play the recording. Ss listen and draw the hour and minute hands on the clock faces to show the times they hear.
- Check Ss' answers around the class.

Answer Key



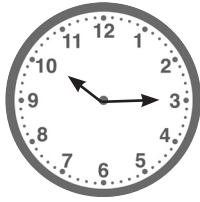
3 **Aim** To practise asking about/telling the time

- Read out the ? **Word** box.
- Ask Ss to copy the clock face into their notebooks and then write the current time on it.
- Ask Ss to work in pairs and then ask about and tell the time.
- Monitor the activity around the class.

Welcome back

- As an extension, have Ss practise asking about and telling the time using the clock faces from Ex. 2.

Suggested Answer Key



A: What time is it?

B: It's [a] quarter past ten.

4 a) **Aim** To present vocabulary for school subjects

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

b) **Think Aim** To express an opinion

Elicit Ss' favourite subjects from various Ss around the class.

Suggested Answer Key

My favourite school subject is Science.

5 **Aim** To listen for specific information

- Ask Ss to look at the timetable.
- Play the recording and have Ss listen and complete the gaps.
- Check Ss' answers.

Answer Key

1 Music 3 Science
2 English 4 Art

6 **Think Aim** To write a school timetable

- Ask Ss to write their school timetable for Monday using Tony's as a model.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Time	Monday	Room
9:00 - 10:00	English	E6
10:00 - 11:00	Science	SC2
11:00 - 11:15	Break	
11:15 - 12:15	Geography	G5
12:15 - 1:15	Lunch	
1:15 - 2:15	Maths	M1
2:15 - 3:15	Art	A7

(pp. 16 - 17)

1 **Aim** To present a/an

- Read out the **Note** box.
- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Ask Ss to give other examples of their own.

2 **Aim** To practise a/an

- Ask Ss to fill in **a/an**.
- Check Ss' answers.

Answer Key

1 an 2 a 3 an 4 a

3 **Aim** To present classroom objects

- Read out the list of school objects and ask Ss to look at the pictures.
- Give Ss time to label the pictures and write in their notebooks.
- Play the recording for Ss to listen and check their answers.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

1 pencil 6 pencil case
2 ruler 7 whiteboard
3 glue 8 pen
4 notebook 9 blackboard
5 rubber 10 desk

Game!

Ss play the game in pairs. Go around the class and monitor the game following the example. Elicit answers from Ss around the class.

(Ss' own answers)

4 a) **Aim** To present colours

Read out the colours and then give Ss time to write each one in their notebooks.

Answer Key

1 purple	5 brown	9 green
2 red	6 pink	10 grey
3 blue	7 black	11 yellow
4 orange	8 white	

b) **Aim** To practise colours

- Play the recording. Ss listen and check their answers to Ex. 4a.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to complete the sentence and then ask various Ss around the class to share their answers.

Suggested Answer Key

My favourite colour is green.

5 **Aim** To practise a/an, the

- Read out the theory box and explain when we use the.
- Allow some time for Ss to complete the exercise in their notebooks.
- Check Ss' answers.
- Play the recording. Ss listen and check their answers.
- Then ask Ss to ask and answer in pairs, following the example.
- Monitor the activity around the class.

Answer Key

1 a, The, pink	5 a, The, red
2 a, The, purple	6 a, The, brown
3 a, The, yellow	7 a, The, orange
4 a, The, blue	8 a, The, green

Module 1 Hello!

Topic

In this module, Ss will explore the topics of countries & nationalities, places in a country, seasons & months and ordinal numbers & dates.

Module page

18-19

Lesson Objectives: To get an overview of the module, to learn countries & nationalities

Vocabulary: Countries & Nationalities (*Canada, the USA, Brazil, the UK, China, South Africa, Australia, New Zealand - Canadian, British, Australian, South African, American, New Zealander, Brazilian, Chinese*)

1a Reading

20-21

Lesson Objectives: To listen and read for gist, to read for specific information, to learn places in a country, to listen for specific information, to write profiles, to present yourself and your e-friend

Vocabulary: Places in a country (*capital city, town, city, village*); Noun (*friend*); Adjectives (*beautiful, close to*); Adverb (*near*)

1b Grammar

22-23

Lesson Objectives: To learn possessive adjectives, to make a poster

Vocabulary: Our things (*schoolbag, bicycle, guitar, watch, ball*)

1c Vocabulary

24

Lesson Objectives: To learn seasons & months, to learn ordinal numbers & dates, to learn question words (*how old, when*)

Vocabulary: Seasons & Months (*spring, summer, autumn, winter - January, February, March, April, May, June, July, August, September, October, November, December*)

1d Everyday English

25

Lesson Objectives: To ask & give personal information, to learn a question word (*where*), to act out a dialogue, to learn intonation in *wh*-questions

1e Grammar

26-27

Lesson Objectives: To learn the verb *to be* (negative, interrogative & short answers)

1f Across Cultures

28-29

Lesson Objectives: To listen and read for gist, to read for specific information, to answer comprehension questions, to talk about landmarks, to listen for specific information, to learn about capital letters, to write a blog entry about a landmark; to prepare a poster

Vocabulary: Nouns (*home, tower, bell, view, floor*); Adjective (*glass*)

CLIL 1 (Geography)

30

Lesson Objectives: To learn about the UK, to present a country of the UK

Vocabulary: Nouns (*island, monument, stadium, bridge, wall*)

Project 1

31

Lesson Objectives: To draw a map, to write about famous landmarks, to present landmarks, to present flags, to learn a value (*national pride*)

Revision & Evaluation 1

32-33

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

What's in this module?

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

1 **Aim** To present vocabulary for countries

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

2 **Aim** To present nationalities and match countries to nationalities

- Read the **Note!** box aloud.
- Ask Ss to look at the map and then give them time to match the countries on the map to the list of nationalities.
- Check Ss' answers around the class.

Answer Key

- | | |
|----------------|--------------|
| 2 the UK | 9 Russia |
| 3 Australia | 10 Spain |
| 4 South Africa | 11 Egypt |
| 5 the USA | 12 Greece |
| 6 New Zealand | 13 Turkey |
| 7 Brazil | 14 Argentina |
| 8 China | |

- Play the video for Ss and elicit their comments.

3 **Aim** To act out dialogues and practise countries and nationalities

- Explain the task.
- Ask two Ss to model the example dialogue.
- Ask Ss to work in pairs and act out similar dialogues for the people on the map.
- Monitor the activity around the class.

Suggested Answer Key

A: Where's Lino from?

B: He's from Brazil. He's Brazilian.

A: Where's Ann from?

B: She's from Canada. She's Canadian.

A: Where's Liz from?

B: She's from the UK. She's British.

A: Where's Camila from?

B: She's from Argentina. She's Argentinian.

A: Where's Rosa from?

B: She's from Spain. She's Spanish.

A: Where's Omar from?

B: He's from Egypt. He's Egyptian.

A: Where's Igor from?

B: He's from Russia. He's Russian.

A: Where's Jian from?

B: He's from China. He's Chinese.

A: Where's Simba from?

B: He's from South Africa. He's South African.

A: Where's Maria from?

B: She's from Greece. She's Greek.

A: Where's Ahmet from?

B: She's from Turkey. She's Turkish.

A: Where's Helen from?

B: She's from Australia. She's Australian.

A: Where's Martin from?

B: He's from New Zealand. He's a New Zealander.

4 **Aim** To personalise the topic

Ask Ss to complete the sentences about themselves. Elicit answer from Ss around the class.

Suggested Answer Key

I'm from Romania. I'm Romanian.

1a Reading

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

- Play the recording. Ss listen to and read the text. Then ask them to match the phrases to make sentences.
- Check Ss' answers.

Answer Key

1 b Vicky is from Sydney.

2 c Jill is a New Zealander.

3 a James and Alicia are e-friends.

4 d Worcester is in South Africa.

Module 1

2 **Aim** To read for specific information

- Give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 W 2 W 3 W 4 R

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

3 **Aim** To consolidate comprehension of a text

- Allow Ss time to review the text and complete the personal profiles.
- Check Ss' answers on the board.
- As an extension, ask various Ss to choose a profile and present the person to the class.

Answer Key

Name: Jill

Age: 11 years old

Nationality: New Zealander

From (city/town/village): Wellington

Country: New Zealand

Name: James

Age: 11 years old

Nationality: Canadian

From (city/town/village): Stitsville

Country: Canada

Name: Alicia

Age: 10 years old

Nationality: South African

From (city/town/village): Worcester

Country: South Africa

4 **Aim** To present places in a country

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

Answer Key

1 capital city 3 city
2 village 4 town

5 **Aim** To listen for specific information

- Ask Ss to read the gapped profiles and look at what information is missing.
- Play the recording. Ss listen and complete the gaps and write the words in their notebooks.
- Check Ss' answers.

Answer Key

1 Beth 5 11
2 Canadian 6 American
3 Hudson (town) 7 Los Angeles (city)
4 Smith 8 the USA

6 **Aim** To write a profile about yourself & your e-friend

- Explain the task and ask Ss to copy the profiles into their notebooks and complete them about themselves and their e-friend.

Suggested Answer Key

Name: Ioana Albu

Age: 11 years old

Nationality: Romanian

From (city/town/village): Sibiu

Country: Romania

Name: Dylan Jones

Age: 11 years old

Nationality: British

From (city/town/village): Minehead

Country: the UK

- Then ask various Ss around the class to present themselves and their e-friends to the class.
- Demonstrate the task presenting yourself. (*Hello! I'm Laura and I'm 36 years old. I'm British. I'm from London, the capital city in the UK.*)
- Allow Ss some time to complete the task. Check Ss' answers.

Suggested Answer Key

Hello! I'm Ioana and I'm 11 years old. I'm from Sibiu, Romania. Sibiu is a city. My e-friend is Dylan. He's 11 too. He's not Romanian. He's British. He's from Minehead, a town in the UK.

1b Grammar

1 **Aim** To present possessive adjectives (singular)

- Read out the **Note!** box and then present the subject pronouns.
- Present the possessive adjectives. Hold up a pen. Say, then write on the board: *This is my pen.* Underline the word *my*. Explain that *my* is a possessive adjective. Present the other possessive adjectives in the same way. e.g., *This is his pen. This is her pen.*, etc.
- Ask Ss to read the theory and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 d 2 c 3 b 4 e 5 a

2 **Aim** To practise possessive adjectives

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

Answer Key

1 His 3 Her 5 Its
2 My 4 Your 6 Our

3 **Aim** To practise possessive adjectives

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

Answer Key

1 my, Its 2 his, Her 3 your

4 **Aim** To present possessive adjectives (plural)

- Read out the **Note!** box.
- Present the possessive adjectives. Gesture to the classroom. Say, then write on the board: *This is our classroom.* Underline the word *our*. Explain that *our* is a possessive adjective. Present the other possessive adjectives in the same way. e.g., *They are your desks. They are their pens.*, etc.
- Ask Ss to read the theory and then explain the task.

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

Answer Key

1 C 2 B 3 A

5 **Aim** To practise possessive adjectives

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

Answer Key

1 Our 3 Your
2 Their 4 Their

6 **Aim** To practise possessive adjectives

- Ask Ss to look at the pictures and explain the task.
- Allow Ss some time to complete the sentences and then check Ss' answers.

Answer Key

1 my schoolbag 4 her watch
2 his bicycle 5 their ball
3 my, our guitar

My Things!

- Explain the task and give Ss time to make a poster with pictures or drawings of their favourite things.
- Ask various Ss to present their things to the class.

Suggested Answer Key

My things!



This is my cat. Its name is Clara. It is grey.

Module 1

This is my bicycle. It is green, blue and orange.



This is my pencil case. It is blue.

1c Vocabulary

1 **Aim** To present vocabulary for seasons & months

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then give Ss time to write the missing months in their notebooks for items 1-4.
- Check Ss' answers.

Answer Key

1 August, October 3 March, June
2 January, February 4 November, January

2 **Aim** To personalise the topic for Ss.

- Explain to Ss that seasons may differ depending on the place someone is (e.g. Australia).
- Then, ask Ss what the seasons in their country are.
- Elicit comments from Ss around the class.

Suggested Answer Key

In Romania, winter is from December to February, Spring is from March to May, autumn is from September to November and summer is from June to August.

3 **Aim** To present ordinal numbers

- Read out the table and present ordinal numbers.

- Then elicit the ordinal numbers for the numbers in the list.

Answer Key

27 – twenty-seventh 56 – fifty-sixth
30 – thirtieth 64 – sixty-fourth
42 – forty-second

- Explain the task.
- Allow Ss time to complete the task.
- Then have Ss ask and answer in pairs following the example.
- Monitor the activity around the class.

Answer Key

A: How old are you, Sergiu?

B: I'm 12 years old.

A: When's your birthday?

B: It's on the 13th of August.

A: How old are you, Crina?

B: I'm 10 years old.

A: When's your birthday?

B: It's on the 1st of January.

A: How old are you, Alin?

B: I'm 11 years old.

A: When's your birthday?

B: It's on the 30th of September.

1d Everyday English

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

- Ask Ss to look at the picture.
- Play the recording. Ss listen to and read the dialogue and find out the answers to the questions.
- Check Ss' answers.

Answer Key

They are Maria and Barry. Maria is from the USA and Barry is from the UK.

2 **Aim** To present and practise question words

- Read out the ? **Word** box and present the question word where.
- Then give Ss time to read the text in Ex. 1 answer the questions.
- Check Ss' answers.

Answer Key

- 1 Jones
- 2 She's from the USA.
- 3 He's from the UK.
- 4 She's eleven years old.

3 To complete a dialogue; to act out a dialogue

- Divide the class into pairs and have them complete the dialogue in closed pairs.
- Then have Ss take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

Suggested Answer Key

- A: Hello! I'm Lily. What's your name?
 B: My name's Cristian. Where are you from, Lily?
 A: I'm from the UK. And you?
 B: I'm from Romania. How old are you?
 A: I'm 10 years old. And you?
 B: I'm eleven! Oh! That's the bell! See you!
 A: Bye!

Learning/Practising intonation in wh- questions

- Explain that the intonation in wh-questions falls at the end.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Correct Ss' intonation as necessary.

1e Grammar

1 To present and practise the present simple negative of the verb *to be*

- Present the present simple negative of the verb *to be*. Say, then write on the board: *I'm English. I'm not French.* Underline the words *I'm not*. Elicit how the negative of the verb *to be* is formed (by adding *not* after *am, is, are*). Do the same to present all persons singular and plural in both full and contracted forms.
- Read out the **Note!** box and the cartoon.
- Ask Ss to read the sentences and rewrite them in the present simple negative of the verb *to be*.
- Check Ss' answers.

Answer Key

- 2 Ann isn't 10 years old
- 3 We aren't from Argentina.
- 4 They aren't friends.
- 5 My birthday isn't in February.
- 6 His name isn't Max.

2 To practise the present simple negative of the verb *to be*

- Explain the task and read out the example.
- Give Ss time to fill in the gaps with the correct forms of the present simple negative of the verb *to be*.
- Check Ss' answers.

Answer Key

full form	short form
2 is not	2 isn't
3 are not	3 aren't
4 are not	4 aren't

3 To practise the present simple negative of the verb *to be*

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

Answer Key

- 2 Bob and Bill aren't Brazilian.
- 3 We aren't from the USA.
- 4 I'm not from India.
- 5 Chris isn't British.
- 6 They aren't from Romania.

4 To practise the present simple negative negative of the verb *to be*

- Explain the task and read out the example.
- Give Ss time to correct the sentences as in the example.
- Check Ss' answers.

Answer Key

- 2 She is not/isn't Irish. She is/'s Canadian.
- 3 Rosa and Anna are not/aren't cousins. They are/'re best friends.
- 4 I am not/'m not from the UK. I am/'m from Portugal.
- 5 They are not/aren't American. They are/'re British.

Module 1

5 **Aim** To present and practise the present simple interrogative & short answers of the verb *to be*

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

Answer Key

- 2 *Is Peter from the USA?*
- 3 *Are Jess and Fran Canadian?*
- 4 *Is Sydney in Australia?*
- 5 *Am I eleven years old?*

6 **Aim** To practise the present simple interrogative and short answers of the verb *to be*

- Ask Ss' to read the text.
- Give them time to complete the questions and answer them according to the information from the text.
- Check Ss' answers.

Answer Key

- 2 *Is ...? No, he isn't.*
- 3 *Are ...? Yes, they are.*
- 4 *Is ...? No, she isn't.*
- 5 *Is ...? No, it isn't.*

7 **Aim** To practise word order with the present simple interrogative of the verb *to be*

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

Answer Key

- 2 *Are Sam and you from the UK?*
- 3 *Is Tom from Brazil?*
- 4 *Are Joe and Nick friends?*

8 **Aim** To practise the present simple interrogative & short answers of the verb *to be*

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

Answer Key

- 1 *Are, Yes, I am./No, I'm not.*
- 2 *Is, No, he/she isn't./Yes, he/she is.*
- 3 *Is, Yes, it is./No, it isn't.*

If Across Cultures

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

- Ask Ss to look at the pictures.
- Play the recording. Ss listen to and read the texts to find out the answer to the question.
- Check Ss' answers.

Answer Key

CN tower is in Toronto, Canada.

2 **Aim** To read for specific information

- Allow Ss time to read the texts again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 W 2 R 3 W 4 W

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

3 **Aim** To answer comprehension questions

- Ask Ss to look at the **Note!** box and explain the difference among big, tall and high.
big: large in size – *a big house*
tall: (of a person, building, tree, etc) of more than average height – *a tall man, a tall building*

high: (mainly of things) a long distance from the bottom to the top – *a high mountain, a high fence*]

- Give Ss time to answer the questions referring back to the blog entries in Ex. 1 as necessary.
- Check Ss' answers.

Answer Key

- 1 Big Ben is 2.28 metres tall and 2.75 metres wide.
- 2 The Q1 Tower is about 320 metres high.
- 3 The glass floor at the CN Tower is 342 metres high.

Culture Spot

- Read out the box and then play the video.
- Then give Ss time to research online and find famous landmarks from their country. Ask Ss to prepare a poster of them and present them to the class.

Suggested Answer Key



Peles Castle is a famous landmark in Sinaia.



The Palace of Culture is a famous landmark in Iasi.

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|------------|-----------|
| 1 bell | 3 view |
| 2 building | 4 seaside |

5 **Aim** To consolidate information in a text

- Explain the task and give Ss time to complete the sentences in their notebooks.
- Then ask Ss to tell their partners.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The Q1 Tower is in Surfers Paradise in Australia. It is about 320 metres tall. I like it because it is beautiful.

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text and think about what information may be missing. (e.g. 1 noun, 2 noun, 3 number, 4 number).
- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers and elicit where you can hear a recording like this, then play the video.

Answer Key

- | | |
|---------------|------|
| 1 Belém Tower | 3 80 |
| 2 Mindelo | 4 30 |

Suggested Answer Key

You can hear this from a tour guide.

7 **Aim** To write sentences and practise capital letters

- Read out the **Study Skills** box and explain when we use capital letters (when we start a sentence, with proper nouns, with school subjects, with the subject personal pronoun I, with months).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 My favourite subjects are History and English.
- 2 Ann is from Ottawa in Canada.
- 3 Her birthday is in August.

8 **Aim** To write a blog entry

- Explain the task and give Ss time to write their blog entry using the information from Ex. 6.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Belém Tower by Ana

The Belém Tower is a famous landmark in Mindelo, Cape Verde. It is 80 years old. It is under 30 metres tall. The view from the top is beautiful!

1 CLIL (Geography)

1 **Aim** To present the United Kingdom

- Ask Ss to look at the map.
- Play the recording. Ss listen to and read the texts and identify the cities 1-8.
- Read out the **Note!** box.
- Check Ss' answers.

Answer Key

- | | |
|-------------|-----------|
| 1 Stirling | 5 Cardiff |
| 2 Edinburgh | 6 Bangor |
| 3 London | 7 Belfast |
| 4 Bath | 8 Derry |

- 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 **Aim** To present a country of the UK

- Ask Ss to copy the table into their notebooks and then complete it with the information in the texts.
- Read out the **Grammar** box.
- Then ask various Ss to present one of the countries of the UK to the class.

Suggested Answer Key

Country: England

Capital city: London

Other cities: Bath

Landmarks: The Palace of Westminster in London and the ancient Roman Spa in Bath

Country: Wales

Capital city: Cardiff

Other cities: Bangor

Landmarks: The Millennium Stadium in Cardiff and the Menai Straits Bridge in Bangor

Country: Northern Ireland

Capital city: Belfast

Other cities: Derry

Landmarks: The Albert Clock in Belfast and the old City Wall in Derry

Suggested answer

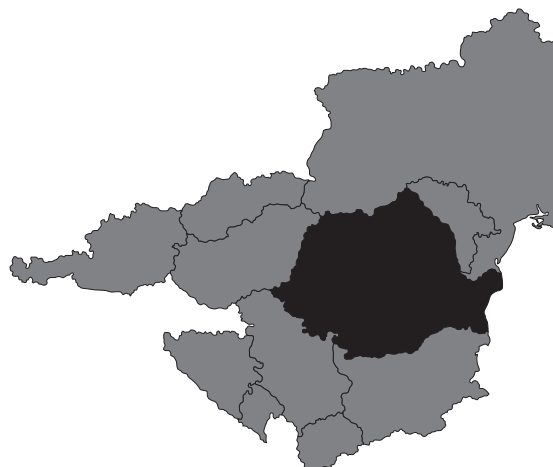
Wales is part of the United Kingdom. The capital city of Wales is Cardiff. Another important city is Bangor. The Millennium Stadium is a landmark in Cardiff. The Menai Straits Bridge is a landmark in Bangor.

1 Project

1 **Aim** To draw a map

- Ask Ss to work in small groups.
- Explain the task and give Ss time to draw their map and complete it including pictures.
- Ask various Ss to present their maps to the class.
- Alternatively, assign the task as HW and display the maps around the class.

Suggested Answer Key





Sibiu



Napoca



Timisoara



Constanta

2 **Aim** To prepare a poster

- Ask Ss to work in small groups and copy the headings into their notebooks. Then give them time to collect information about famous landmarks in the cities in Ex. 1 and complete their notes.
- Then give Ss time to prepare a poster. Display the posters in the class.

Suggested Answer Key

Name of landmark	What it is	Where it is
Old Casino	building	Constanta
Carpenter's Tower	tower	Sibiu
Union Square	square	Timisoara
Theotokos Cathedral	cathedral	Napoca



The Old Casino, Constanta



The Carpenter's Tower, Sibiu



Union Square, Timisoara



Theotokos Cathedral, Napoca

3 **Aim** To present landmarks in Romania

Ask various Ss to present Romanian landmarks to the class using the map in Ex. 1 and their notes from Ex. 2.

Suggested Answer Key

My country is famous for its landmarks. The Old Casino is a building in Constanta. The Carpenter's Tower is a tower in Sibiu. Union Square is a square in Timisoara. Theotokos Cathedral is a cathedral in Napoca.

Aim To draw an itinerary

Explain the task and explain what an itinerary is (A planned route or journey). Then ask Ss to plan a trip to the cities in Ex. 1 and draw an itinerary on their map.

Ask various Ss to share their answers with the class.

Suggested Answer Key

(Use key from Ex. 1 and draw lines between the cities.)

4 a) **Aim** To do research about the Romanian flag

- Give Ss time to research online about the colours of the Romanian flag and their meanings.
- Ask Ss to tell the class.
- Play the video for Ss and elicit their comments.
- **Note:** As the English words for the meanings of the colours are advanced, Ss are not expected to know them. Accept answers in L1 and try to explain their meanings in simple terms.
- Explain that 'national pride' is a feeling of happiness and satisfaction from being a citizen of your country.
- Ask Ss how they feel about their flag and their nationality.

Suggested Answer Key

The colours of the Romanian flag are red, yellow and blue. Blue is for freedom, yellow is for justice and red is for brotherhood.

b) **Aim** To expand the topic

- Explain the task and give Ss time to research other flags with the same colours as theirs.
- Ask Ss to tell the class.

Module 1

Suggested Answer Key

Andorra, Chad, Colombia, Ecuador, Moldova

1 • Revision & Evaluation

1 Answer Key

1 R 2 W 3 R 4 W

2 Answer Key

1 Canada 3 Brazil 5 the USA
2 Spain 4 the UK

3 Answer Key

1 London 3 Ottawa
2 Canberra 4 Wellington

4 Answer Key

1 autumn 2 summer 3 winter 4 spring

5 Answer Key

1 January 3 April 5 August
2 March 4 June 6 October

a 3 b 4 c 2 d 1

6 Answer Key

1 my 4 her 6 our
2 your 5 its 7 their
3 his

7 Answer Key

1 is/'s 2 am/'m 3 are/'re 4 are/'re

8 Answer Key

1 'm not 2 isn't 3 aren't 4 isn't

9 Answer Key

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

10 Answer Key

1 My name's Sam. Sam Jones.
2 And you?
3 How old are you?
4 I'm eleven, too.

11 Answer Key

1 Banks 3 New Zealander
2 12 4 18th February

12 Suggested answer

Hello,
My name is Doru Vasilescu. I'm 10 years old. I'm from Romania. My birthday is on 14th May.
What about you?
Write soon,
Doru

Self evaluation

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

Family ties! Module 2

Topic

In this module, Ss will explore the topics of family members & pets, appearance/personality and activities/hobbies.

Module page

34-35

Lesson Objectives: To get an overview of the module, to learn family members & pets

Vocabulary: Family members (*mum [mother], dad [father], parents, brother, sister, husband, wife, aunt, uncle, granddad [grandfather], grandma [grandmother], cousin*); Pets (*goldfish, rabbit, dog, cat, parrot*)

2a Reading

36-37

Lesson Objectives: To listen and read for gist, to read for specific information, to present Lara's family, to listen for specific information, to write about your family, to prepare a quiz

Vocabulary: Nouns (*outfit, beginner*); Adjectives (*strong, brave*)

2b Grammar

38-39

Lesson Objectives: To learn *have got* (affirmative & negative), to learn the possessive case ('s/s' - of the), to learn the question word *whose*

2c Vocabulary

40

Lesson Objectives: To learn physical appearance & personality adjectives, to describe yourself and a family member

Vocabulary: Physical appearance (*thin, plump, short, tall, young, old*); Personality (*clever, polite, funny, kind, friendly*)

2d Everyday English

41

Lesson Objectives: To practise describing a family member, to read for specific information, to role play a dialogue, to pronounce /ʃ/, /tʃ/

2e Grammar

42-43

Lesson Objectives: To learn *have got* (interrogative & short answers), to learn plurals (regular & irregular)

2f Across Cultures

44-45

Lesson Objectives: To listen and read for gist, to read for specific information, to present a superhero, to learn activities & hobbies, to learn *can* (affirmative, negative, interrogative & short answers), to listen for specific information, to make a poster, to create superheroes

Vocabulary: Activities & hobbies (*sing, jump, dance, swim, ride a bike, cook, surf, draw, play football, play the guitar*); Nouns (*outfit, beginner*); Adjectives (*strong*); Verbs (*fly, lift*); Phrases (*heavy objects, become invisible*)

CLIL 2 (Science)

46

Lesson Objectives: To read for specific information, to present a type of animal, to create a poster

Vocabulary: Nouns (*fur, fin, scale, skin*); Adjective (*smooth*)

Project 2

47

Lesson Objectives: To create a family tree, to present a family tree, to draw a family tree, to learn about values (*family*)

Progress Check 2

48-49

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

Module 2

What's in this module?

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

1 a) **AIM** To present vocabulary for family members

- Read out the **Note!** box.
- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Play the video for Ss and elicit their comments.

b) **AIM** To practise vocabulary for family members

- Direct Ss' attention to the pictures and explain the task.
- Ss complete the task. Check Ss' answers.

Answer Key

- | | |
|------------|-----------------------|
| 2 aunt | 7 mum/mother |
| 3 brother | 8 grandma/grandmother |
| 4 cousin | 9 uncle |
| 5 daughter | 10 dad/father |
| 6 wife | |

2 **AIM** To match pets to owners

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

Suggested Answer Key

- 1 A 2 E 3 B 4 C 5 D

2a Reading

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

- Ask Ss to read the text.
- Play the recording. Ss listen and read to find out the answers.
- Check Ss' answers.

Answer Key

There are ten members in Lara's family.

- Play the video and elicit Ss' comments.

2 **AIM** To read for specific information

- Read out the **Study Skills** box.
- Give Ss time to read the text again and answer the questions according to what they read.
- Check Ss' answers.

Answer Key

- 1 Lara is from Canada.
- 2 Her dad is 40 years old.
- 3 Her mum's name is Karen.
- 4 Her grandma's hair is grey.
- 5 They've got a son.

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

3 **AIM** To consolidate comprehension of a text

- Explain the task.
- Allow Ss time to review the text and find the answers to the statements.
- Check Ss' answers.

Answer Key

- | | |
|---------|---------------|
| 1 Karen | 3 Adam, Chris |
| 2 Dylan | 4 Paul |

4 **AIM** To consolidate new vocabulary

- Read out the **Study Skills** box.
- Allow Ss time to complete the sentences with the correct word.
- Check Ss' answers.
- Look up the meanings of the words in a dictionary.

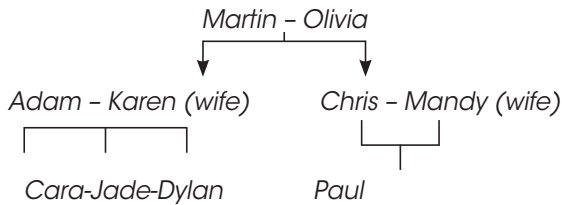
Answer Key

- | | | |
|------------|---------|-----------|
| 1 brothers | 3 wife | 5 grandma |
| 2 siblings | 4 uncle | 6 brother |

5 **AIM** To draw and present Lara's Family

- Explain the task and ask Ss to draw Lara's family tree.
- Then ask various Ss to use their drawings to present Lara's family to the class.

Answer Key



Lara is from Canada. She's got a very big family. Her grandparents are Martin and Olivia. They've got two sons: Adam and Chris. Adam is Lara's dad. She's also got a brother. Dylan and a sister, Jade. Her mother is Karen. Her uncle, Chris and his wife Mandy have got a son. His name is Paul and he is Lara's cousin.

6 **Aim** To listen for specific information

- Ask Ss to look at the pictures and think about how many family members are in each one and who they are.
- Then play the recording. Ss listen and identify which picture shows Simon's family.

Answer Key

C

7 **Aim** To write a blog post

- Explain the task and give Ss time to copy and complete the blog post in their notebooks.
- Then ask Ss to swap paper with a partner and correct each other's work.

Suggested Answer Key

I've got a big family. My dad's name is Eugenl. He is 42 years old. My mum's name is Sanda. She's 40 years old. I've got two brothers and one sister. I haven't got a pet. My grandfather's name is Grigore and my grandmother's name is Stela. I love my family!

8 **Aim** To prepare a quiz

- Read out the **Warning** box.
- Give Ss time to use the Internet and find videos of famous families and then prepare a quiz.
- Ask Ss to swap their quizzes and try to complete them.
- Then ask various Ss to read out the quizzes and answers to the class.

Suggested Answer Key

- 1 Where is the Beckhams' home? (London - Holland Park)
- 2 How many sisters does David Beckham have? (Two sisters)
- 3 How many children do the Beckhams have? (Four children)
- 4 Who is David Beckham's wife? (Victoria Beckham)

2b Grammar

1 **Aim** To present and practise the verb *have got* (affirmative)

- Present the verb *have got*. Ask Ss to read out the cartoon and the examples. Then write them on the board.
- Ask Ss to read the theory.
- Explain the task and read out the example.
- Ask Ss to form complete sentences.
- Check Ss' answers.

Answer Key

- 2 They have got a rabbit.
- 3 My friend has got two dogs.
- 4 Tina has got a goldfish.
- 5 It has got brown eyes.
- 6 You have got a dog.

2 **Aim** To practise the verb *have got* (affirmative)

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

Answer Key

- | | | |
|------------|-----------|------------|
| 2 has got | 4 has got | 6 have got |
| 3 have got | 5 has got | |

3 **Aim** To consolidate comprehension of the short form of the third-person singular of *have/ be*

- Read out the **Note!** box and then explain the task and read out the examples.
- Give Ss time to rewrite the remaining sentences and then check their answers.

Module 2

Answer Key

- 3 *Mary is American.* 5 *Bob has got a sister.*
4 *Tony has got a dog.*

4 **Aim** To present and practise the verb *have got* (negative)

- Present the verb *have got*. Ask Ss to read out the cartoon and the examples. Then write them on the board.
- Ask Ss to read the theory.
- Explain the task and read out the example.
- Give Ss time to correct the sentences.
- Check Ss' answers.

Answer Key

- 2 *No! Joey hasn't got a brother. He's got a sister.*
3 *No! They haven't got a daughter. They've got a son.*
4 *No! I haven't got a fish. I've got a bird.*

5 **Aim** To present/practise the possessive case ('s/s' - of the)

- Read out the theory box and the cartoon and explain the possessive case.
- Give further examples and then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *girl's desk* 3 *legs of the chair*
2 *colour of the bag* 4 *Ann's brother*

6 **Aim** To present *whose*

- Read out the **? Word** box and present the question word *whose*.
- Point to a student's book and say: *Whose book is this? (It's Paula's.)* Write it on the board. Indicate some desks in the classroom and say: *Whose desks are these? (They are the students' desks.)* Write it on the board.
- Explain the task and read out the example.
- Give Ss' time to complete the remaining items.
- Check Ss' answers.

Answer Key

- 2 *Whose dog is this? It's Mario's dog.*
3 *Whose cat is this? It's Tom and Peter's cat.*
4 *Whose parrot is this? It's the girls' parrot.*

2c Vocabulary

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

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

b) **Aim** To practise new vocabulary

- Read out the **Note!** box.
- Explain the task and read out the example.
- Ask Ss to read the sentences and choose the correct words according to the pictures.
- Check Ss' answers around the class.

Answer Key

- 1 *thin* 3 *tall* 5 *young*
2 *plump* 4 *short* 6 *old*

2 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Give Ss time to match the adjectives to the pictures and write them in their notebooks.
- Ask various Ss around the class to say, following the examples.

Answer Key

- B: *He's funny.* D: *He's kind.*
C: *She's friendly.* E: *He's clever.*

3 **Aim** To practise new vocabulary; to describe yourself and a family member

- Explain the task and read out the example description.
- Ask Ss to work in closed pairs and describe themselves and a family member to each other.
- Monitor the activity around the class and then ask some Ss to share their descriptions with the class.

Suggested Answer Key

- I'm short and thin. I'm friendly. My brother Bartosz is young. He's tall and thin. He's funny.*

2d Everyday English

1 **Aim** To listen for specific information

- Ask Ss to look at the pictures
- Play the recording. Ss listen to the dialogue and decide who the people are.

Answer Key

The boys are Barry and Nat. The tall, thin girl is Jessica and the short girl is Hannah.

2 **Aim** To read for specific information

- Read out the **? Word** box and present the question word *who*.
- Ask Ss to read the questions 1-3 and then give them time to read the dialogue and answer them.
- Check Ss' answers.

Answer Key

- 1 Jessica is tall.
- 2 Nat is Hannah's friend.
- 3 Hannah is very friendly.

3 **Aim** To role play a dialogue

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as the adjectives on p. 40 to help them complete the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

- A: Hi, Ileana. How are you?
 B: Hi, Constantin. I'm great, thanks. And you?
 A: Not bad. Hey, who's that boy over there?
 B: Who? The short fat one?
 A: No, that's my friend, Lucian. The tall one.
 B: Oh, that's my cousin, Henry.
 A: Where's he from?
 B: The USA. He's American.
 A: How old is he?
 B: He's 10 and he's very funny. Come on, let's go and say hello.
 A: Cool!

Aim To pronounce /j/, /tʃ/

- Explain the task and play the recording.
- Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

2e Grammar

1 **Aim** To present and practise the verb *have got* (interrogative & short answers)

- Present the interrogative form of *have got*. Point to a S and ask: *Has Tim got a dog?* (Yes, he has.) Ask: *Has Tim got a cat?* (No, he hasn't.) Write these on the board and underline *Has ... got, Yes, he has. / No, he hasn't*.
- Explain that the last two sentences are short answers. Elicit from Ss how short answers are formed (Yes + personal pronoun/noun + *have/has* - No + personal/pronoun/noun + *haven't/hasn't*).
- Ask Ss to read the theory box and then read out the examples in the cartoon.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 d 2 e 3 a 4 c 5 b

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

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

Answer Key

2 Have, have 5 Has, hasn't
 3 Has, hasn't 6 Have, have
 4 Has, has

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

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

Module 2

Answer Key

- 2 *Has she got a brother? No, she hasn't.*
- 3 *Have you got a sister? No, I haven't.*
- 4 *Has Mark got a rabbit? Yes, he has.*
- 5 *Have you and Maria got a dog? Yes, we have.*

4 **Aim** To practise the verb *have got* (interrogative and short answers)

- Explain the task and read out the example.
- Give Ss' time to ask and answer questions as in the example.
- Check Ss' answers.

Suggested Answer Key

- 2 A: *Has your dad got brown hair?*
B: *Yes, he has.*
- 3 A: *Has your friend got a sister?*
B: *No, she hasn't.*
- 4 A: *Has your teacher got grey hair?*
B: *No, he hasn't.*
- 5 A: *Has your cousin got a dog?*
B: *Yes, he has.*

5 **Aim** To present/practise plurals (regular)

- Direct Ss' attention to the theory box.
- Read the theory aloud and make sure Ss understand how to form plural nouns.
- Then give Ss time to write the plurals in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|---------|-----------|
| 1 brushes | 4 girls | 7 scarves |
| 2 babies | 5 buses | |
| 3 boxes | 6 boys | |

6 **Aim** To present/practise plurals (irregular)

- Read out the **Note!** box.
- Read through the items and elicit the plurals from Ss around the class.

Answer Key

- | | | |
|-------|---------|---------|
| 2 men | 3 women | 4 teeth |
|-------|---------|---------|

2f Across Cultures

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

- Direct Ss' attention to the pictures and ask if they know anything about Superman/ Supergirl.
- Play the recording. Ss listen to and read the texts and complete the task.
- Check Ss' answers.

Answer Key

*Supergirl is Superman's cousin.
Superman can fly very fast and lift heavy objects.
Supergirl can fly very fast and become invisible.*

- 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 **Aim** To read for specific information

- Allow Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 R | 2 W | 3 R | 4 W |
|-----|-----|-----|-----|

3 **Aim** To present a superhero; to consolidate information in a text

- Allow Ss time to look through the text again and present one of the superheroes to the class.
- Elicit answers from Ss around the class.

Suggested Answer Key

*Superman is from the planet Krypton. He lives in Smallville, USA. His name is Clark Kent.
Superman's mother is Martha Kent and his father is Jonathan Kent. Superman's best friend is Lois Lane. His dog is Krypto. His cousin is Kara Zor-El.*

Culture Spot

Read out the box and then give Ss time to research online and find a famous superhero from their country. Ask Ss to present him/her to the class.

Suggested Answer Key

Harap Alb is a famous superhero in Romania. His real name is Stefan. He is brave and very clever.

4 **Aim** To present activities & hobbies

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

5 **Aim** To present *can*; to practise *can* (interrogative & short answers)

- Present *can*. Say, then write on the board: *I can play football*. Underline the word *can* and explain that it shows that we are able to do sth. Say, then write on the board: *I can't do martial arts*. Underline the word *can't* and explain that this word shows that we are unable to do sth.
- Ask Ss to read the table. Point out that *can/can't* is the same in all persons.
- Ask Ss to ask and answer in pairs following the example using the sports in Ex. 4.
- Monitor the activity around the class.

Suggested Answer Key

A: Can you sing?

B: Yes, I can./No, I can't.

A: Can you jump?

B: Yes, I can./No, I can't.

A: Can you dance?

B: Yes, I can./No, I can't. etc.

A: Can you do swim?

B: Yes, I can./No, I can't.

A: Can you ride a bike?

B: Yes, I can./No, I can't.

A: Can you cook?

B: Yes, I can./No, I can't.

A: Can you surf?

B: Yes, I can./No, I can't.

A: Can you draw?

B: Yes, I can./No, I can't.

A: Can you play football?

B: Yes, I can./No, I can't.

A: Can you play the guitar?

B: Yes, I can./No, I can't.

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text about the superhero and think about what information may be missing. (e.g. 1 noun, 2 noun, 3 adjective, 4 adjective, 5 noun)
- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers.
- Play the video for Ss and elicit their comments.

Answer Key

1 Missouri

4 clever

2 Allen

5 Wally West

3 strong

7 **Aim** To make a poster

- Explain the task and give Ss time to think of their favourite cartoon characters and make a poster following the directions.
- Ask various Ss to present their poster to the class.

Suggested Answer Key



My Favourite Cartoon Characters: The Simpsons

The Simpsons are a family from the USA. Homer Simpson is the dad, he is fat and friendly. Marge Simpson is the mum. Marge is tall and thin. She is very polite. Bart Simpson is the son. He is short. He is very funny and he can skateboard. His sisters are Lisa and Maggie. Lisa is very clever and she can play the saxophone. Maggie is short and has got a blue outfit. The Simpsons are great!

Aim To create superheroes

- Give Ss time to create their own superheroes.
- Ask various Ss to present their superheroes to the class.

(Ss' own answers)

Module 2

2 CLIL (Science)

1 **Aim** To read for specific information

- Play the recording. Ss listen to and read the text and the statements and then mark them as right or wrong.
- Check Ss' answers.

Answer Key

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

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

2 **Aim** To present a type of animal

Explain the task and then ask various Ss around the class to present a type of animal to the class using the photos.

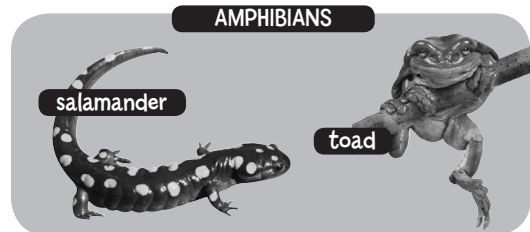
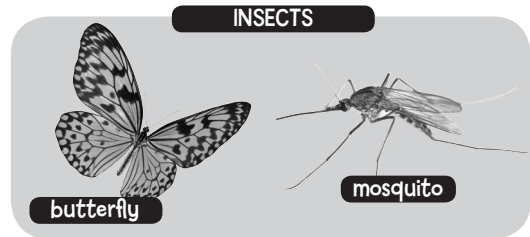
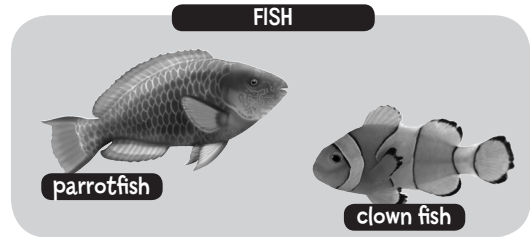
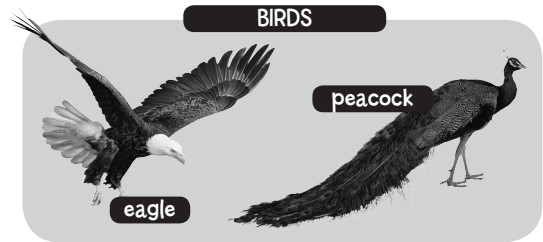
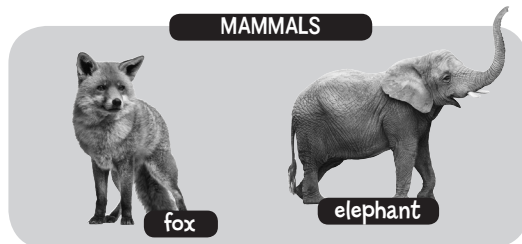
Suggested Answer Key

Trout are fish. We can find fish in the water. They have got fins and scales.

3 **Aim** To create a poster

- Explain the task and ask Ss to work in small groups.
- Give Ss time to collect information about various types of animals as well as pictures of them.
- Tell Ss to classify them and label them.
- Ask various groups to present their poster to the class and then display them around the class.
- As an extension, you may add the category reptiles and ask Ss to include this on their poster.

Suggested Answer Key



2 Project

1 **Aim** To create a family tree

- Explain the situation and give Ss time to complete the task and draw pictures.
- Ask various Ss to present Mia's family tree to the class.

(Ss' own Answers)

2 **Aim** To complete a table

- Ask Ss to copy the table into their notebooks and complete it with information about each family member from the family tree in Ex. 1.
- Elicit answers from Ss around the class.

Home, ... sweet home **Module 3**

Topic

In this module, Ss will explore the topics of rooms in a house, furniture & appliances, public places near my house and signs in public places.

Module page

50-51

Lesson Objectives: To get an overview of the module, to learn rooms/places in a house, to learn furniture & appliances

Vocabulary: Rooms/places of a house (*child's bedroom, kitchen, bathroom, parents' bedroom, living room*); Furniture & Appliances (*curtains, pillows, bed, toilet, bath, washbasin, wardrobe, carpet, desk, cupboards, sink, cooker, fridge, table, chairs, sofa, coffee table, lamp, armchair, bookcase*)

3a Reading

52-53

Lesson Objectives: To listen and read for gist, to read for specific information, to present adjectives, to learn parts of a house, to compare houses, to write an email about your house

Vocabulary: Parts of a house (*walls, windows, balcony, roof, chimney, door, garden*); Nouns (*street, floor, footballer, wall*); Adjective (*quiet*)

3b Grammar

54-55

Lesson Objectives: To learn *there is - there are* (affirmative & negative), *this/these - that/those*, to learn prepositions of place, to write a short blog post

3c Vocabulary

56

Lesson Objectives: To learn public places near my house, to talk about public places near my house, to learn signs

Vocabulary: Public places (*cinema, park, hospital, library, gym, supermarket*)

3d Everyday English

57

Lesson Objectives: To describe your home, to complete a dialogue, to act out a dialogue, to role play a dialogue, to pronounce /θ/, /ð/

3e Grammar

58-59

Lesson Objectives: To learn *a/an - some - any*, to learn *there is - there are* (interrogative), to talk about a room

3f Across Cultures

60-61

Lesson Objectives: To listen and read for gist, to read for specific information, to answer comprehension questions, to present English homes, to prepare a poster, to listen for specific information, to learn punctuation (commas), to write a short message

Vocabulary: Nouns (*countryside, driveway, suburb, row, yard, floor*)

CLIL 3 (Maths)

62

Lesson Objectives: To read for cohesion and coherence, to read for specific information, to draw a scaled map

Vocabulary: Verb (*measure*); Nouns (*scale, relationship, size, step, distance, measurement*)

Project 3

63

Lesson Objectives: To describe a house, to create a dream house, to present your dream house, to learn about values (*home*)

Revision & Evaluation 3

64-65

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

Module 3

What's in this module?

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

1 **Aim** To match rooms to pictures

- Ask Ss to look at the pictures and then read out the rooms in the list.
- Then give Ss time to match the rooms to the pictures.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

2 D 3 B 4 A 5 E

2 **Aim** To present vocabulary for furniture & appliances

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

3 **Aim** To categorise vocabulary

- Explain the task. Ask Ss to write the headings into their notebooks.
- Ask Ss to work in pairs and write all the words in Ex. 2 under the correct headings.
- Check Ss' answers.

Suggested Answer Key

furniture	appliances	other
bed	cooker	curtains
wardrobe	fridge	pillows
desk	lamp	toilet
cupboards		bath
table		washbasin
chairs		carpet
sofa		sink
coffee table		
armchair		
bookcase		

4 **Aim** To ask and answer questions and consolidate the new vocabulary

- Ask Ss to work in pairs and ask and answer questions following the example.
- Monitor the activity around the class.

Suggested Answer Key

A: *Where are the curtains?*

B: *They are in the parents' bedroom.*

A: *Where's the toilet?*

B: *It's in the bathroom.*

A: *Where's the desk?*

B: *It's in the child's bedroom.*

A: *Where's the coffee table?*

B: *It's in the living room. etc.*

3a Reading

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

- Ask Ss to look at the pictures and elicit Ss' guesses as to what type of rooms they are.
- Play the recording. Ss listen and read to find out.

Answer Key

The rooms are bedrooms.

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

- Play the recording. Ss listen to and read the email.
- Elicit which of the two rooms in the pictures is Peter's room.

Answer Key

B

3 **Aim** To read for specific information

- Give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 R 2 W 3 W 4 DS 5 R

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

4 **Aim** To consolidate comprehension of a text

- Explain the task and allow Ss time to review the text and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 Peter's house is in a quiet street near a park.
- 2 Yes, Peter's house is big.
- 3 Downstairs there's a living room and a kitchen.
- 4 The curtains in his room are blue.

5 **Aim** To match adjectives to their opposites

- Ask Ss to read the adjectives in the exercise.
- Then give Ss time to find the opposites in the text.
- Check Ss' answers.

Answer Key

- 1 new 2 quiet 3 large 4 nice

6 **Aim** To present/practise vocabulary for parts of a house

- Explain the task and then give Ss time to complete the gaps in the sentences 1-6.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|-----------|
| 1 walls | 4 garden |
| 2 door | 5 windows |
| 3 roof ... chimney | 6 balcony |

7 **Think Aim** To compare two houses

- Explain the task and read out the example sentences.
- Ask various Ss around the class to make comparisons between their house and Peter's house.

Suggested Answer Key

- Peter's house is big. My house is big, too.
 Peter's house is near a park. My house isn't near a park.
 Peter's house has a garden. My house has a garden, too.
 Peter's house has two bedrooms. My house has three bedrooms.
 Peter's bedroom has posters. My bedroom has posters, too.

8 **Aim** To write an email

- Explain the task and give Ss time to write an email following the directions.
- Ask various Ss to read out their emails to the class.

Suggested Answer Key

Hi Rachel,
 How are you? My new house is on a quiet street. It's got a large garden. There's a nice kitchen, a big living room and three bedrooms. In my bedroom, there's a bed, a desk and a wardrobe. The walls are green and there are posters on them.
 Please, come and see me!
 Write back,
 Violeta

3b Grammar

1 **Aim** To present/practise *there is - there are* (affirmative & negative)

- Read out the **Note!** box.
- Explain the task and read out the cartoon.
- Go through the table. Then allow Ss some time to complete the gaps.
- Check Ss' answers.

Answer Key

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

2 **Aim** To practise *there is - there are*

- Explain the task and read out the example.
- Allow Ss some time to complete the task using the prompts.
- Check Ss' answers around the class.

Answer Key

There is a bookcase in the room. There isn't a wardrobe in the room. There is a carpet in the room. There is a desk in the room. There isn't a lamp in the room. There is a chair in the room. There is a bed in the room. There aren't any curtains in the room.

Module 3

3 **Aim** To practise *this/these - that/those*

- Ask Ss to look at the pictures and elicit what they show (cap, keys, watch, posters, boxes, guitar, dress).
- Explain the task and give an example (e.g. This is my cap.)
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *This is my cap.* 5 *Those are my boxes.*
2 *These are my keys.* 6 *That is my guitar.*
3 *This is my watch.* 7 *That is my dress.*
4 *Those are my posters.*

4 **Aim** To practise *this/these, that/those*

- Ask various Ss around the class to point to different things and make sentences following the example.

Suggested Answer Key

- That is your chair.* *These are my books.*
This is my pencil case. *Those are your pencils. etc*

5 **Aim** To present prepositions of place

- Read out the theory.
- 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 prepositions of place in the same way. Then put your book in various places in the classroom and ask Ss to tell you its location.
- Refer Ss to the drawings and ask Ss to say where the cat is.

Suggested Answer Key

The cat is on the ball. The cat is under the ball. The cat is in front of the ball. The cat is behind the ball. The cat is near the ball. The cat is opposite the ball. The cat is below the ball. The cat is above the ball.

Game!

Ask Ss to follow the directions and play the game as a class. Make sure each student has a turn at asking questions.

Suggested Answer Key

A: *Is the ball under the table?*
B: *No, it isn't.*
A: *Is the ball in the cupboard?*
B: *Yes, it is. etc.*

6 **Aim** To practise prepositions of place

- Ask Ss to look at the picture and then read the text and choose the correct prepositions.
- Check Ss' answers.

Answer Key

- 1 *in front of* 4 *next to* 7 *on*
2 *on* 5 *on* 8 *under*
3 *under* 6 *above*

7 **Aim** To practise prepositions of place

- Ask Ss to look again at the picture in Ex. 6.
- Then, in pairs Ss ask and answer questions as in the example.
- Elicit answers from various pairs around the class.

Suggested Answer Key

A: *Where is the box?*
B: *It's under the bed.*

A: *Where is the carpet?*
B: *It's in front of the bed.*

A: *Where is the poster?*
B: *It's above the bed.*

A: *Where is the lamp?*
B: *It's on the bedside cabinet.*

8 **Aim** To write a short blog post

- Ask Ss to write a short description of their bedroom.
- Give Ss time to complete the task and then check Ss' answers around the class.

Suggested Answer Key

Hello, friends!
My bedroom is big. There is a desk and a chair opposite the bookcase. There are two beds – one for me and one for my sister. There are purple curtains in front of the windows and posters on the walls.
It's great!

3c Vocabulary

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

Ask Ss to look at the pictures. Read out the words in the list and give Ss time to use them to label the pictures.

Answer Key

- | | |
|---------------|-----------|
| 1 supermarket | 4 park |
| 2 cinema | 5 library |
| 3 hospital | 6 gym |

b) **Aim** To present new vocabulary

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

2 **Aim** To talk about places near your house

- Ask Ss to take turns and tell their partner about which places there are/aren't near their houses, following the example.
- Monitor the activity around the class.

Suggested Answer Key

Near my house, there is a park, a library and a supermarket. There isn't a cinema.

3 **Aim** To read for comprehension

- Ask Ss to look at the pictures and elicit in which of the places in Ex. 1 you can see each of the signs.
- Then elicit what they mean from various Ss around the class.

Suggested Answer Key

- 1 library – do not use your mobile phone
- 2 park – do not walk on the grass
- 3 hospital – only emergency vehicles can park here
- 4 supermarket – please return your trolley here
- 5 cinema – the film showing at the moment
- 6 gym – shower before you use the pool

3d Everyday English

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

- Ask Ss to read the sentences A-D and then give them time to read the dialogue and complete the gaps.
- Check Ss' answers.

Answer Key

- 1 B 2 C 3 D 4 A

b) **Aim** To read for specific information

Ask Ss to look at the pictures and then give them time to read the dialogue again and decide which picture shows Barry's bedroom.

Answer Key

B

2 **Aim** To act out a dialogue

- Play the recording for Ss to check their answers in Ex. 1.
- Then ask Ss to work in pairs, take roles and act out the dialogue.

3 **Aim** To complete exchanges

- Read out the **Note!** box.
- Explain the task and read out the example.
- Then give Ss time to complete the task.
- Check Ss' answers.

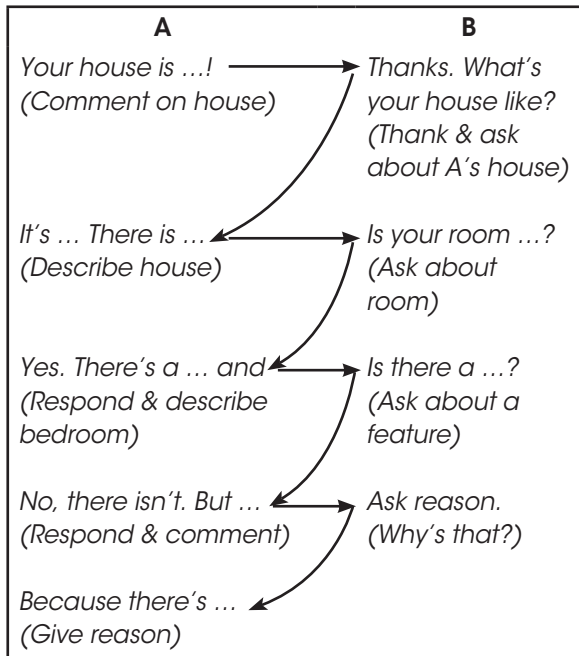
Answer Key

- 2 *Is there a garage?*
- 3 *Is your room big?*
- 4 *Is it near a park?*

4 **Aim** To role play a dialogue

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.

Module 3



Suggested Answer Key

- A: Your house is great!
 B: Thanks. What's your house like?
 A: It's quite big. There is a living room and a kitchen downstairs. Upstairs there are three bedrooms and two bathrooms.
 B: Is your room big?
 A: Yes, it is. There's a bed, a desk with a computer on it, a bookcase, a wardrobe and a carpet on the floor.
 B: Is there a balcony?
 A: No, there isn't but that's OK.
 B: Why's that?
 A: Because there's a really big garden outside.

Aim To pronounce /a:/, /ɔ:/

- Play the recording. Ss listen and repeat either chorally or individually.
- Check Ss' pronunciation and intonation.

3e Grammar

1 **Aim** To present/practise a/an - some - any

- Read out the **Note!** box, the theory and the cartoon. Then explain that we use *a/an* for singular countable nouns and *some* and *any* for plural countable nouns and uncountable

nouns. Remind Ss that we use *any* in interrogative and negative and *some* in affirmative sentences.

- Ask Ss to look at the phrases and then give them time to match them to make sentences.
- Check Ss' answers around the class.

Answer Key

2 a 3 d 4 b

2 **Aim** To practise a/an - some - any

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

Answer Key

2 some 3 a 4 any

3 **Aim** To practise a/an - some - any

- Explain the task.
- Give Ss time to fill in the gaps with *a/an - some/any*.
- Check Ss' answers.

Answer Key

1 some 2 an 3 any 4 a

4 **Aim** To practise a/an - some - any, there is/there are

- Ask Ss to look at the picture and then give them time to complete the sentences.
- Check Ss' answers around the class.

Answer Key

2 There is a 6 There are some
 3 There isn't a 7 There isn't a
 4 There are some 8 There aren't any
 5 There isn't an

5 **Aim** To present/practise there is - there are (interrogative & short answers)

- Read out the **Note!** box, the theory and the cartoon.
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 Are there 4 Are there
 3 Is there 5 Are there

6 **Aim** To practise *there is - there are*

- 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 is*
 4 *Is there, there isn't*
 5 *Are there, there are*
 6 *Are there, there aren't*

7 **Aim** To practise *there is - there are*

- Explain the task and read out the example exchanges.
- Ask Ss to work in pairs and ask and answer questions following the examples and using the prompts.
- Monitor the activity around the class.

Answer Key

- A: *Is there a bed?*
 B: *No, there isn't.*
- A: *Is there a sofa?*
 B: *Yes, there is.*
- A: *Is there a carpet?*
 B: *Yes, there is.*
- A: *Is there a coffee table?*
 B: *Yes, there is.*
- A: *Is there a bookcase?*
 B: *Yes, there is.*
- A: *Are there any armchairs?*
 B: *Yes, there are.*
- A: *Are there any cupboards?*
 B: *No, there aren't.*
- A: *Are there any windows?*
 B: *No, there aren't.*
- A: *Is there a bath?*
 B: *No, there isn't.*
- A: *Is there a cooker?*
 B: *No, there isn't.*
- A: *Are there any curtains?*
 B: *No, there aren't.*

A: *Is there a fridge?*

B: *No, there isn't.*

3f Across Cultures

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

- Ask Ss to look at the pictures and read the phrases.
- Play the recording. Ss listen and read and then match the phrases to make sentences.
- Check Ss' answers.

Answer Key

1 c 2 a 3 b

2 **Aim** To read for specific information

- Ask Ss to read the text again and then mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 W 2 R 3 DS 4 W

- Ask Ss to look up the meanings of the words in the **Check these words** box.
- Play the video and elicit Ss' comments.

3 **Aim** To read for specific information

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

Answer Key

- 1 *There are terraced houses and blocks of flats in city centres.*
 2 *Detached houses, bungalows, semi-detached houses, cottages and some terraced houses have got a garden.*

4 **Aim** To consolidate new vocabulary

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

Answer Key

1 floors 3 suburbs
 2 yard 4 driveway

Module 3

5 **Aim** To present English homes

Read out the example and then ask various Ss around the class to present other types of British houses to the class.

Suggested Answer Key

Bungalows are small. They're in small towns and the suburbs. They've got gardens. They've only got one floor.

Culture Spot

Read out the box and play the video. Then give Ss time to research online and find the official residence of the head of state in their country. Ask Ss to present it to the class.

Suggested Answer Key

The official residence of the President of Romania is Cotroceni Palace in Bucharest.

6 **Aim** To prepare a poster

- Explain the task and give Ss time to look up information on the Internet and prepare a poster about houses in Romania.
- Ask various Ss to present their posters to the class and then display them on the classroom walls.

Suggested Answer Key

In Romania there are different types of houses just like in the UK.



Detached houses are in the suburbs and in towns or in the mountains. Some detached houses have got 3 floors.



Blocks of flats are popular in the cities.



Terraced houses are in long rows and are different colours. They are in cities and towns.

7 **Aim** To listen for specific information

- Ask Ss to read the statements.
- Then play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 R 2 W 3 W 4 R

8 **Aim** To practise punctuation

Read out the **Note!** box and explain the task. Give Ss time to complete it and check their answers.

Answer Key

- 1 *There is a desk, a bed and a chair in my bedroom.*
- 2 *My house has got a kitchen, a living room, two bedrooms and a bathroom.*

9 **Aim** To write a short message about your house

- Explain the task and ask Ss to write a short message to their English-speaking friend about their house using the skeleton to help them.

- Allow Ss time to complete the task and check their answers.
- Alternatively, assign the task as HW and then check Ss' answers in the next lesson.

Suggested Answer Key

Hi Albert,

My house is the one with a small garden and big white windows. Inside, there is a living room, a kitchen, a bathroom and three bedrooms. It's number 9 on Apple Street.

See you soon,

Mihai

3 CLIL (Maths)

1 **Aim** To read for cohesion and coherence

- Give Ss time to read the text and complete the words with the missing letters.
- Play the recording for Ss to listen and check their answers.

Answer Key

1 n 2 he 3 our 4 s

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

2 **Aim** To answer comprehension questions based on a text

- Give Ss time to answer the questions referring back to the text as necessary.
- Check Ss' answers.

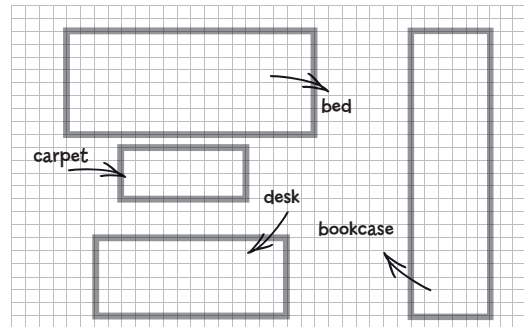
Answer Key

- 1 The scale of a map is the relationship between the size of something on the map and its size in the real world.
- 2 You need a pencil, a ruler and graph paper to draw a map to scale.

3 **Aim** To draw a scaled map of your room or your classroom

- Explain the task and give Ss time to complete it and then ask them to present their scaled maps of their rooms or classroom to the class.
- Alternatively, assign the task as HW and have Ss present their scaled maps in the next lesson.

Suggested Answer Key



1 square = 1 step

This is a scaled map of my bedroom. There is a single bed and a carpet on the floor. There is a desk opposite the bed and a bookcase next to it.

3 Project

1 **Aim** To describe Victor's dream house

Ask Ss to look at the picture and describe it.

Suggested Answer Key

Victor's dream house is very big. It has got two floors and lots of windows. There is a big balcony upstairs with a chair on it.

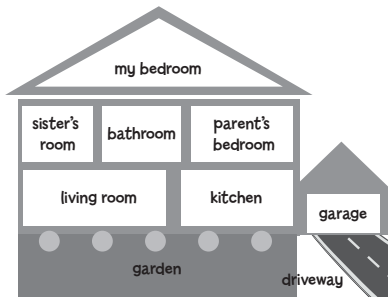
Game!

- Ask Ss to look online and find a board game template. Then ask Ss to work in small groups and draw pictures/signs relating to houses and places in the squares.
- Then have Ss play the board game in their groups with a dice. As each player lands on a square they have to say a sentence about the room/furniture/appliance in the picture or say where the sign can be seen before they can move on.
- Monitor the activity around the class.

2 **Aim** To create a dream house

- Explain the task and ask Ss to complete the table.
- Then give Ss time to draw a picture.

Suggested Answer Key



Where it is: suburbs

Size: huge

Outside: garden, garage, driveway

Inside: living room, kitchen, 3 bedrooms, bathroom

Furniture in each room: living room – sofa, coffee table, curtains, windows; kitchen – fridge, cooker, cupboards, table, six chairs; parents' bedroom – big bed and two bookcases; bathroom – big bath, toilet, two washbasins; my sister's bedroom – bed, desk and a chair; my bedroom – desk, computer, big bed, balcony

3 **Aim** To present your dream house

Ask various Ss to present their dream house to the rest of the class using their answers to Ex. 2 and their drawing.

Suggested Answer Key

My dream house is in the suburbs. It is huge. Outside the house, there is a big garden and a garage with a driveway. Inside the house, there are six rooms. There is a kitchen and a living room downstairs and a bathroom and two bedrooms upstairs. My bedroom is on the top floor.

In the living room, there is a sofa and a coffee table. It has got big windows with red curtains. There is a fridge, a cooker and some cupboards in the kitchen. There is a table with six chairs, too. There is a big bath, a toilet and two washbasins in the bathroom. There is a bed, a desk and a chair in my sister's room and a big bed and two bookcases in my parents' bedroom. In my room, there is a desk with a computer on it, a big bed and a balcony with a great view of the garden.

4 a) **Aim** To discuss a saying

Read the saying aloud and give Ss time to consider what it means and discuss it in pairs. Then elicit explanations from various Ss.

Suggested Answer Key

T: *What is a castle?*

S1: *A castle is a big building. The king and queen live there.*

T: *What do you think the saying 'my home, my castle' means?*

S2: *Our homes are castles because we are like the king and queen there.*

T: *Good. Any other ideas?*

S3: *Our homes are castles because we can do what we want there.*

T: *Great. Anyone else?*

S4: *Our homes are castles because they have got everything we need. etc.*

b) **Think Aim** To describe your home

- Explain the task and read out the words.
- Give Ss time to complete the sentence and then elicit answers from Ss around the class.
- Play the video and elicit Ss' comments.

Suggested Answer Key

My home is great because it's modern.

3 Revision and Evaluation

1 Answer Key

- 10 Downing Street is the British Prime Minister's home.
- The building is three hundred years old.
- It has got one hundred rooms.
- The Prime Minister's house is on the third floor.

2 Answer Key

- | | | |
|-----------|----------|----------|
| 1 carpet | 3 pillow | 5 garage |
| 2 library | 4 garden | |

3 Answer Key

- | | |
|----------------|---------------|
| 1 That, this | 3 That, these |
| 2 These, those | 4 Those, this |

4 Answer Key

- 1 There are 3 There are
2 There is 4 There is

5 Answer Key

- 1 any 2 some 3 any 4 some

6 Answer Key

- 1 on 3 on 5 near
2 opposite 4 in front of

7 Answer Key

- 1 What's your new house like?
2 It's great!
3 What's your room like?
4 Is there a balcony?

8 Answer Key

- 1 A 2 C 3 C 4 C

9 Suggested Answer Key

Hi Mark,
My house is small and cosy. It's got a kitchen, a living room, a bathroom and two bedrooms. My room is small. It's got a bed, a wardrobe and a table for my TV.
What about you?
Write soon,
Tatiana

Self evaluation

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

Module 4 Every day

Topic

In this module, Ss will explore the topics of daily routine, free-time activities, sports and school rules.

Module page

66-67

Lesson Objectives: To get an overview of the module, to learn daily routine/free-time activities

Vocabulary: Daily routine/Free-time activities (*get up, take a shower, have breakfast, brush my teeth, walk to school, have lunch, finish school, come back home, do my homework, go to football practice, have dinner, watch TV, watch videos online, play video games, go to bed*)

4a Reading

68-69

Lesson Objectives: To listen and read for gist, to read for specific information, to answer comprehension questions, to listen for specific information, to talk about a school timetable

Vocabulary: Nouns (*uniform, backpack, registration, canteen, team*); Adjective (*packed*); Phrase (*hot school dinner*)

4b Grammar

70-71

Lesson Objectives: To learn the present simple (affirmative and negative), to learn prepositions of time

4c Vocabulary

72

Lesson Objectives: To learn and talk about free-time activities

Vocabulary: Free-time activities (*listen to music, do puzzles online, chat online, hang out with friends, play board games, do jigsaw puzzles, go to the theatre, go bowling, watch a film, go skateboarding, go to the mall, go to an amusement park*)

4d Everyday English

73

Lesson Objectives: To ask for/give directions, to act out a dialogue, to pronounce /θ/, /ð/

4e Grammar

74-75

Lesson Objectives: To learn adverbs of frequency, to learn the present simple (interrogative & short answers)

4f Across Cultures

76-77

Lesson Objectives: To listen and read for gist, to read for specific information, to answer comprehension questions, to learn sports, to talk about Gareth Bale, to listen for specific information, to write an e-message about your daily routine

Vocabulary: Nouns (*training, field, charity*); Adverb (*twice*)

CLIL 4 (Citizenship)

78

Lesson Objectives: To read for specific information, to talk and write about school rules

Vocabulary: Verbs (*cheat, bully*); Noun (*rule*)

Project 4

79

Lesson Objectives: To present a sportsperson, to learn about values (*happy days*)

Revision & Evaluation 4

80-81

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

What's in this module?

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

1 **Aim** To present vocabulary for daily routine/ free-time activities

- Read out the **Note** box.
- Tell Ss to look at the numbered pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Play the video for Ss and elicit their comments.

2 **Aim** To talk about your daily routine/ free-time activities

- Read out the **Note** box.
- Explain the task and read out the example.
- Ask various Ss around the class to tell the rest of the class about your Monday routine.

Suggested Answer Key

I get up at 7 o'clock in the morning, take a shower and have breakfast. Then, I brush my teeth. After that, I walk to school. At 1 o'clock in the afternoon, I have lunch. Then, I finish school and come back home. I do my homework and then I go to football practice. In the evening, I have dinner at 7 pm. Then, I watch TV and after that I watch videos online. Then I play video games. I go to bed at 9:30 pm.

4a Reading

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

- Ask Ss to read the phrases.
- Play the recording. Ss listen and read and then match the phrases to make sentences.

Answer Key

1 b 2 c 3 a

2 **Aim** To read for specific information

- Give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 R 2 W 3 DS 4 R

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

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

- Give Ss time to answer the questions and refer back to the text if necessary.
- Check Ss' answers.

Answer Key

1 *Michael's best friend is Ben.*
 2 *Registration is at 8:45 am.*
 3 *Michael and Ben's football practice is when school finishes at 3:40 pm.*

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the sentences using the words in the list.
- Check Ss' answers.

Answer Key

1 *uniform* 4 *school dinner*
 2 *packed lunch* 5 *canteen*
 3 *break*

5 **Aim** To consolidate new vocabulary

- Direct Ss to the words in bold in the text and give them time to match them to their opposites.
- Check Ss' answers.

Answer Key

1 *hot* 2 *same* 3 *short*

6 **Aim** To listen for specific information

- Ask Ss to look at the timetable.
- Play the recording and have Ss listen and complete the gaps.
- Check Ss' answers.

Answer Key

1 *8:00 am* 3 *3:45 pm*
 2 *10:45 am* 4 *7:00 pm*

Module 4

7 **Aim** To practise *then* and *after*

- Explain the task and give Ss time to complete the text using *then* or *after*.
- Check Ss' answers around the class.
- Elicit comparisons from Ss around the class.

Suggested Answer Key

1 *Then* 2 *After* 3 *Then* 4 *After*

8 **Aim** To talk about a daily routine

- Explain the task and ask Ss to read the gapped text to help them.
- Ask various Ss to talk about Paul's daily routine.
- Check Ss' answers on the board.

Suggested Answer Key

I get up at 7:00 am. Then, I go to school at 8:00 am. School starts with registration at 8:30 am. We have a break at 10:45 and lunch at 1:00 pm. After school, I have tennis practice at 3:45. Then I go home and do my homework. We have dinner at 7:00 pm. Then, I chat online at 8:00. I go to bed at 9:30.

Game!

Divide the class into groups of three or four Ss. Have Ss write notes. Tell Ss not to sign them. Then Ss exchange notes and try to guess who the sender is. Every correct answer gets a point. The player with the most points after a certain length of time is the winner.

4b Grammar

1 a) **Aim** To present/practise the present simple affirmative

- Read out the **Note!** box.
- Explain that we use the present simple for habits & routines (*actions we do every day*), permanent states (*an action we do all the time*) and timetables. Explain that we form the present simple in the affirmative with personal pronoun + bare infinitive.
- Present the present simple. Say: *I go to school*. Write it on the board.
- Underline *go* and explain that this verb is in the present simple. Point to a S, say: *You go to school*. Then write it on the board. Underline *go*. Gesture to yourself and the class, say: *We go to school*. Then write it on the board.

Underline *go*. Point to a group of Ss, say: *They go to school*. Then write it on the board. Underline *go*.

- Read out the theory box and the cartoon.
- Read the **Note!** box aloud and explain the spelling rules. Give Ss some time to study them.
- Offer further examples of the spelling rules of the third-person singular by writing the verbs *miss*, *brush*, *catch*, *mix*, *go*, *cry* on the board. Stress the difference between the spelling of *play* and *cry*.
- Explain the task and read out the example. Then give Ss time to complete it.

Answer Key

2 *walks* 5 *eats* 7 *tries*
3 *watches* 6 *does* 8 *washes*
4 *buys*

b) **Aim** To pronounce /s/, /z/ and /ɪz/ (3rd-person singular verb endings)

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

	/s/	/z/	/ɪz/
2 <i>walks</i>	✓		
3 <i>watches</i>			✓
4 <i>buys</i>		✓	
5 <i>eats</i>	✓		
6 <i>does</i>		✓	
7 <i>tries</i>		✓	
8 <i>washes</i>			✓

2 **Aim** To practise the present simple

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

Answer Key

1 *has* 2 *walk* 3 *gets* 4 *play*

3 **Aim** To practise the present simple

- Give Ss time to read the text and complete the gaps with the present simple form of the verbs in the list.
- Check Ss' answers.

Answer Key

1 gets up	4 finish	7 chats
2 has	5 goes	8 has
3 walk	6 watches	9 goes

4 **Aim** To present the present simple (negative)

- Read out the theory box and the cartoon.
- Present the present simple negative. Write on the board: *I don't like Maths. She doesn't like Art.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/we/they don't* and *he/she/it doesn't* to form the present simple negative.
- Explain the task and read out the example. Then give Ss time to complete it.

Answer Key

2 don't have	4 doesn't go
3 don't start	5 doesn't prepare

5 **Aim** To practise the present simple negative with personal examples

- Explain the task and read out the example.
- Give Ss time to complete the task and then read their sentences to their partner.
- Ask various Ss around the class to share their sentences with the class.

Suggested Answer Key

On Sundays, I don't have lunch with my family at 12:00. I have lunch at 1:00 pm.

On Sundays, I don't prepare dinner. My mum prepares dinner.

On Sundays, we don't eat at a restaurant. We eat at home.

On Sundays, I don't go to the cinema. I watch a DVD at home.

On Sundays, I don't play football in the park. I meet my friends.

6 **Aim** To present prepositions of time

- Go through the table with Ss and read through the examples.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 at, in	2 on	3 in	4 on	5 at
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4c • Vocabulary

1 **Aim** To present free-time activities

- Tell Ss to look at the numbered pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Play the video and elicit Ss' comments.

2 **Aim** To talk about free-time activities

- Read out the **Note!** box.
- Explain the task and read out the example.
- Ask Ss to tell their partner about the activities they *like/love/dislike/hate* doing in their free time.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

In my free time, I like listening to music. I love watching films. I don't like going bowling and I hate doing jigsaw puzzles.

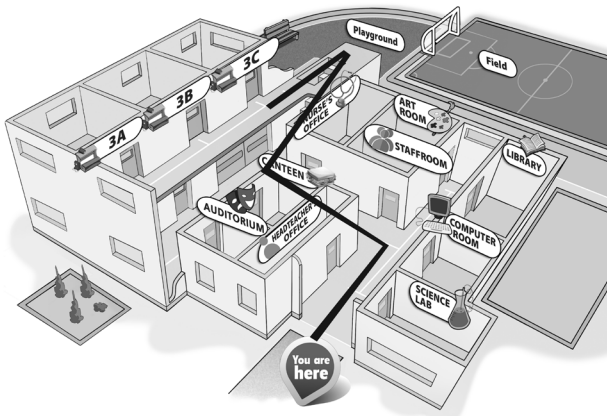
4d Everyday English

1 **Aim** To complete a dialogue

- Read out the **Note!** box and present the prepositions of movement using the diagrams.
- Play the recording. Ss listen to and read the dialogue.
- Elicit where Alexis wants to go and how she can get there from various Ss. Give Ss time to draw her route on the map and then check Ss' answers on the board.

Module 4

Answer Key



2 **Aim** To listen for confirmation; to act out a dialogue

- Ss work in closed pairs and act out dialogues similar to the one in Ex. 1 using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Where's classroom 3A?

B: Turn right out of the science lab and walk along the corridor. Then, turn left and walk past the staffroom and the nurse's office. After that, turn right and go up the stairs.

A: Can you repeat that last bit, please?

B: Of course. Turn right and go up the stairs. Then, walk along the corridor past classroom 3C and 3B. Classroom 3A is on the right.

A: Thank you.

B: You're welcome.

A: Where's the auditorium?

B: Go out of the computer room and walk straight along the corridor past the staffroom and the nurse's office. Then turn left and go past the canteen.

A: Can you repeat that last bit, please?

B: Sure. Turn left and go past the canteen. The auditorium is on the left.

A: Thank you.

B: You're welcome.

A: Where is the nurse's office?

B: Go out of the library and turn right. Walk along the corridor past the staffroom. The nurse's office is on the right.

A: Thank you.

B: You're welcome.

Aim To pronounce /θ/, /ð/

- Play the recording. Ss listen and repeat either chorally or individually.
- Check Ss' pronunciation and intonation.

4e Grammar

1 **Aim** To present/practise adverbs of frequency

- Read out the theory and the cartoon.
- Tell Ss that adverbs of frequency show how often we do something.
- Give Ss time to choose the correct words to complete the sentences referring to the table as necessary.
- Check Ss' answers.

Answer Key

1 C 2 A 3 A 4 B 5 B

2 **Aim** To practise adverbs of frequency and word order

- Read out the **Note!** box.
- Explain that the adverbs of frequency appear before the main verb, but after the verb *to be*.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 He is always early for work.

2 She is sometimes late.

3 He often takes a shower at night.

4 We are never late for school.

3 **Aim** To practise adverbs of frequency with personal examples

- Ask Ss to read the table and then put ticks in the correct boxes for themselves.
- Read out the example and then elicit further sentences from Ss around the class.

Suggested Answer Key

*I usually get up at 7:00 am.
I always leave for school at 8:00 am.
I often have lunch at 1:30 pm.
I sometimes do my homework at 5:00 pm.
I never have dinner at 7:00 pm.
I usually go to bed at 9:30 pm.*

4 **Aim** To present/practise the present simple (interrogative & short answers)

- Present the present simple interrogative & short answers.
- Say then write on the board: *Do I work in a school? – Yes, I do. Does he work in a school? No, he doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the present simple. Focus Ss' attention on the position of *do/does* (before the personal pronoun). We answer in short form with *Yes/No, I/you/we/they do/don't* and *he/she/it does/doesn't*.

- Ask Ss questions to check understanding.

T: Do you work?

S1: No, I don't. /Yes, I do.

T: Does your mother work?

S2: No, she doesn't. /Yes, she does.

T: Do we live in ...?

S3: Yes, we do. etc.

- Ask Ss to read the theory box and the cartoon.
- Read out the **Note** box.
- Then explain the task and give Ss time to choose the correct items and complete the answers.
- Check Ss' answers.

Answer Key

- Do, I do*
- Do, they don't*
- Does, she does*
- Does, he doesn't*
- Do, we don't*

5 **Aim** To practise the present simple (interrogative & short answers)

- Explain the task and read out the example.
- Give Ss time to complete the task in pairs.
- Monitor the activity around the class.

Answer Key

- A: Does Sandra have Maths on Mondays?
B: Yes, she does.*
- A: Do you watch TV after dinner?
B: No, I don't.*
- A: Do they have lunch at home?
B: Yes, they do.*

6 **Aim** To practise the present simple

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

Answer Key

- | | |
|------------------------|---------------------|
| 1 <i>do you get up</i> | 6 <i>play</i> |
| 2 <i>makes</i> | 7 <i>listen</i> |
| 3 <i>doesn't go</i> | 8 <i>watches</i> |
| 4 <i>works</i> | 9 <i>have</i> |
| 5 <i>finish</i> | 10 <i>do you do</i> |

- Then have Ss ask and answer in pairs.
- Monitor the activity around the class.

Answer Key

- No, he doesn't. He gets up at 7:30.*
- Yes, she does.*
- Yes, they do.*
- No, they don't. They have dinner at 8:00.*

4f Across Cultures

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

- Direct Ss to the picture and ask them to read the phrases.
- Play the recording. Ss listen to and read the text and then match the phrases to make sentences according to what they read.
- Check Ss' answers.

Suggested Answer Key

- | | | |
|------------|------------|------------|
| 1 <i>b</i> | 2 <i>c</i> | 3 <i>a</i> |
|------------|------------|------------|

2 **Aim** To read for specific information

- Ask Ss to read the sentences 1-4. Then give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

- | | | | |
|------------|------------|-------------|------------|
| 1 <i>W</i> | 2 <i>R</i> | 3 <i>DS</i> | 4 <i>W</i> |
|------------|------------|-------------|------------|

Module 4

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

3 **Aim** To consolidate comprehension of a text

- Give Ss time to answer the questions referring to the text if/when necessary.
- Check Ss' answers.

Answer Key

- 1 *He is from Cardiff, Wales.* 3 *His family.*
2 *The Welsh Wizard.*

Culture Spot

Read out the box and then elicit the national game of their country. Ask Ss to present it to the class.

Suggested Answer Key

The national game of my country is oina.

4 **Aim** To present sports and the verbs associated with them (*play, do*)

- Ask Ss to look at the sports in the pictures and then use the verbs *play* and *do* to complete the gaps.
- Check Ss' answers and then elicit which sports various Ss around the class can play.

Answer Key

- 1 *play* 3 *play* 5 *do* 7 *play*
2 *do* 4 *play* 6 *play* 8 *do*

Suggested Answer Key

I can play football. I can't do gymnastics.

5 **Aim** To talk about Gareth Bale

- Read out the **Note** box.
- Explain the task and read out the example.
- Ask Ss to ask and answer questions about Gareth Bale following the example and using question words from the **Note** box as well as the text to help them.
- Monitor the activity around the class.

Suggested Answer Key

- A: *When is his birthday?*
B: *16th July. What time does he get up in the morning?*
A: *7:00 am. Where does he go after he wakes up? etc.*

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text about Anton and think about what information may be missing. (e.g. 1 time, 2 noun, 3 time, 4 noun, 5 time)
- Play the recording. Ss listen and fill in the gaps.
- Check S' answers.

Answer Key

- 1 *7:00 am* 3 *12:30 pm* 5 *9:30 pm*
2 *practice* 4 *match*

7 **Aim** To write an e-message

- Explain the task and give Ss time to complete it.
- Ask various Ss to read their e-message to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

*Hi Jack,
I'm at the Gheorghe Hagi Football Academy.
Here's my daily routine. In the morning, I get up at 7:00. At 7:30, I have breakfast. At 9:00, I have football practice. After lunch, we play a match. After that, I take a shower. At 6:30, we have dinner. I go to bed at 9:30. It's very tiring, but it's really great here!
Write back soon,
Anton*

4 CLIL (Citizenship)

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

- Ask Ss to read the statements.
- Play the recording. Ss listen and read and mark the statements according to what they read.

Answer Key

- 1 *W* 2 *W* 3 *DS* 4 *R* 5 *W*
- Give Ss time to look up the meanings of the words in the **Check these words** box.

2 **Think Aim** To talk and write about rules

- Explain the task and tell Ss to think about their school rules and make notes under the headings.

- Tell Ss they can use the rules in the box to help them.
- Ask various Ss to tell the class.

Suggested Answer Key

Dos	Don'ts
be quiet in class	use a mobile phone
listen to the teacher	cheat on tests
be on time	eat or drink in class

In my school, there are important rules. We are on time, we are quiet in class and we listen to the teacher. We don't cheat on tests, we don't eat or drink in class and we don't use a mobile phone.

4 Project

1 To make notes about a sportsperson

- Ask Ss to work in small groups.
- Explain the situation and give Ss time to research online and collect information about a Romanian sportsperson.
- Ask Ss to copy the headings into their notebooks and make notes about the sportsperson.

Suggested Answer Key

Name:	Bogdan Stancu
Nickname:	Motanul, The Cat
Date of birth:	28th June, 1987
Place of birth:	Pitești, Romania
Daily routine:	<i>gets up early, takes a shower, has a healthy breakfast, does exercise at the gym, eats lunch with family, trains with his club, eats dinner with family/friends, goes to bed early</i>
Free-time activities:	<i>playing tennis, playing computer games</i>

2 To present a famous sportsperson

Ask various groups of Ss to present their famous sportsperson to the rest of the class using their answers from Ex. 1.

Suggested Answer Key

Bogdan Stancu is a great football player. His nickname is Motanul or The Cat. His birthday is on 28th June. He is from Pitești in Romania.

In the morning, he gets up early and takes a shower. He always has a healthy breakfast. Then, he exercises at the gym. He usually eats lunch with his family. In the afternoon, he trains with his club. He often eats dinner with his family or friends in the evening and goes to bed early. In his free time, Bogdan plays tennis and computer games.

3 a) To present activities related to healthy habits

- Ask Ss to look at the activities in the pictures and elicit which ones Ss do.
- Initiate a class discussion about why these activities are healthy habits and the importance of including them in your lifestyle. (Because eating properly, getting regular [physical and mental] exercise, laughing and getting enough sleep will keep you happy and healthy.)

(Ss' own answers)

b) To design a 'healthy habits' timetable

- Ask Ss to work in groups and design a 'healthy habits' timetable including the activities in Ex. 3a.
- Give Ss time to complete the task and then ask various groups to present their timetables to the class.

Suggested Answer Key

Healthy Habits

This is our 'Healthy Habits' timetable. In the morning, we eat a good breakfast. Then, we walk or ride our bikes to school. We smile and laugh a lot with friends at break time. In the afternoon, after school, we exercise. In the evening, we read a book and then get lots of sleep at night.

Morning	<i>have a good breakfast, walk or ride the bike to school</i>
Afternoon	<i>smile and laugh a lot, exercise</i>
Evening	<i>read a book, get lots of sleep</i>

- Play the video and elicit Ss' comments.

Module 4

4 Revision & Evaluation

1 Answer Key

1 C 2 A 3 B

2 Answer Key

1 gets 3 does 5 help
2 have 4 come

3 Answer Key

1 play 3 take 5 go
2 watch 4 brush

4 Answer Key

1 works 3 washes 5 studies
2 buys 4 chats

5 Answer Key

1 live, doesn't 4 tidies
2 don't 5 don't
3 Do, do 6 wears

6 Answer Key

1 We walk to school every day.
2 Tom is never late for school.
3 We always have dinner at 8:00.
4 They watch TV in the evening.
5 We have music lessons on Mondays.

7 Answer Key

1 b 2 a 3 b

8 Answer Key

1 B 2 C 3 B 4 C

9 Suggested Answer Key

Hi Stan!

At weekends, I usually wake up at 9:00. In the morning, I have breakfast with my family and help my mum with the shopping. In the afternoon, I play football with my friends and then I take a shower. In the evening, I go to the cinema.

*Bye,
Andrei*

Self evaluation

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

All about food **Module 5**

Topic

In this module, Ss will explore the topics of food & drinks, food preparation, cooking tools and shopping.

Module page

82-83

Lesson Objectives: To get an overview of the module, to learn food & drinks, to express likes/dislikes - preferences

Vocabulary: Food & drinks (*biscuits, pasta, fruit juice, meat, cucumbers, strawberries, salt, lettuce, tomatoes, potatoes, carrots, onions, apples, oranges, rice, cereal, flour, bread, coffee, tea, sugar, pepper, crisps, yoghurt, milk, butter, cheese, fish, chicken, eggs*)

5a Reading

84-85

Lesson Objectives: To listen and read for gist, to read for specific information, to learn greetings, to write an invitation

Vocabulary: Celebrations (*Christmas, Halloween, Good Friday, Bonfire Night/Guy Fawkes Night, New Year, April Fools' Day, Valentine's Day, Easter*); Greetings (*Wishing you a very happy April Fools' Day, Hope this year all your dreams come true, Thinking of you, Have a wonderful Easter*); Verb (*protect*); Nouns (*raisin, nut, cherry, custard, coin, luck, bread rolls, stick*)

5b Grammar

86-87

Lesson Objectives: To learn *a/an - some/any*, to learn partitives

5c Vocabulary

88

Lesson Objectives: To learn verbs relating to food preparation, to learn cooking tools, to talk about cooking tools

Vocabulary: Food preparation (*slice, peel, grate, add, mix, chop, beat*); Cooking tools (*knife, spoon, whisk, grater, saucepan, cake tin, frying pan, bowl*)

5d Everyday English

89

Lesson Objectives: To give instructions, to act out a dialogue, to learn *how much/how many*, to learn word stress

Vocabulary: Verb (*bake*); Adjective (*simple*)

5e Grammar

90-91

Lesson Objectives: To learn quantifiers, to learn *can/can't - may/may not*

5f Across Cultures

92-93

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about street food, to listen for specific information, to write a blog entry about street food

Vocabulary: Nouns (*vinegar, oven, vendor, cod, haddock, batter, cart, bun, relish*); Adjective (*hungry*); Verbs (*steam, fry*)

CLIL 5 (Food Technology)

94

Lesson Objectives: To listen and read for specific information, to talk and write about the Eatwell Guide

Vocabulary: Nouns (*spread, energy, vitamin, calorie, fat, protein, calcium, liquid*)

Project 5

95

Lesson Objectives: To create a poster, to prepare a quiz, to present healthy/unhealthy eating habits, to learn about values (*healthy eating habits*)

Revision & Evaluation 5

96-97

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module, to practise everyday English, to listen for specific information, to write an e-message

Vocabulary: Nouns (*middle, portion*)

Module 5

What's in this module?

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

1 a) **Aim** To present vocabulary for food & drinks

- Tell Ss to look at the numbered pictures.
- Read out the words in the list and explain/ elicit their meanings.
- Give Ss time to label the pictures with the words.
- Check Ss' answers.

Answer Key

- 1 cucumbers 4 pasta 7 meat
2 strawberries 5 salt
3 fruit juice 6 biscuits

b) **Aim** To present vocabulary for food & drinks

- Play the recording for Ss to check their answers to Ex. 1a.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Play the video and elicit Ss' comments.

2 **Aim** To talk about food & drinks likes/dislikes

- Read out the **Note!** box.
- Explain the task and read out the examples.
- Ask various Ss around the class to tell the rest of the class about their food & drinks likes/dislikes.

Suggested Answer Key

I love eating cheese. I really like eating pasta and rice. I quite like eating fish and eggs. I don't like drinking milk very much. I hate drinking tea.

5a Reading

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

- Ask Ss to read the phrases.
- Play the recording. Ss listen and read and then match the phrases to make sentences.

Answer Key

- 1 d 2 c 3 b 4 a

2 **Aim** To read for specific information

- Ask Ss to read the statements 1-4.
- Give Ss time to read the texts again and complete the task.
- Check Ss' answers.

Answer Key

- 1 R 2 DS 3 W 4 R

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

3 **Aim** To present new vocabulary

- Point Ss' attention to the pictures.
- Then, elicit answers to the question from various Ss around the class.

Answer Key

- 1 People in the UK/USA watch firework displays at New Year.
2 People in the UK/USA play tricks on each other on April Fools' Day.
3 People in the UK/USA give presents to loved ones on Valentine's Day.
4 People in the UK/USA hunt for Easter eggs at Easter.

4 **Aim** To present wishes and greetings

- Direct Ss to the greetings in Ex. 3 and the wishes A-D.
- Give Ss time to match them.
- Check Ss' answers.

Answer Key

- 1 C 2 A 3 B 4 D

5 **Aim** To talk about celebrations, greetings and wishes

Elicit which of the celebrations in Ex. 1 people celebrate in Romania and elicit various greetings and wishes from Ss around the class.

Suggested Answer Key

In Romania, we celebrate Christmas and we do some special things on Good Friday. We don't celebrate Bonfire Night or Halloween.

Greetings

Christmas: Crăciun fericit! Sărbători fericite

Easter (after Good Friday): Paște Fericit! Hristos a Inviat! Adevarat a Inviat!

6 **Aim** To write an invitation

- Explain the task and give Ss time to complete the invitation card with the missing information and/or write their invitation.
- Ask various Ss to read out their invitations to the class.

Suggested Answer Key

Christmas at Alina's

Hope you come and spend Christmas with me on 25th December.

Address: Str. Florilor 8, Bl. 119, Sc. 2, Et. 2, Ap. 25

Time: 11:00 am

Phone number: 740 665778

What to wear: Christmas jumpers

7 **Aim** To write a funny message

Explain the task and read out the example. Then elicit similar greetings from Ss around the class.

Suggested Answer Key

Happy Easter from Mickey Mouse!

5b Grammar

1 **Aim** To present *a/an - some/any*

- Present *a/an - some/any*. Write on the board: *I have an apple. I have some bread.* Underline *an apple* and *some bread*. Elicit/Explain that nouns like *apple* can be counted, so we call them countable nouns (e.g. one apple, two apples, three apples, etc).
- Ask Ss to look at the second example. Point out that we cannot use *a/an* before the word *bread*. Explain that nouns like *bread* cannot be counted, so we call them uncountable nouns.
- Elicit/Explain the use of *some/any*. Ask Ss to give you examples. Point out that we use *any* in the negative and interrogative and *some* in the affirmative.
- Ask Ss to read the theory box, the cartoon and the **Note!** box and elicit how we use *a/an, some/any*.

Answer Key

We use *a/an* with a countable noun in the singular. We use *some* with countable nouns in the plural, uncountable nouns and interrogative sentences requesting or offering. We use *any* in negative and interrogative sentences.

2 **Aim** To practise countable/uncountable nouns

- Explain that countable nouns are nouns which we can count and they have a singular and a plural form (*an/one apple - two/some apples*). Explain that we can use *a/an* or *some* with countable nouns.
- Explain that uncountable nouns are nouns which we cannot count and they only have one form (*water, milk, tea, etc*). Explain that we cannot use *a/an* with uncountable nouns but we can use *some*.
- Direct Ss to the example and then give them time to complete the task. Check Ss' answers.

Answer Key

2 U 7	C carrots
3 U 8	C lemons
4 U 9	C strawberries
5 C burgers	10 U
6 U	11 U

3 **Aim** To practise *a/an, some/any*

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

Answer Key

1 any	5 an	9 some
2 any	6 some	10 any
3 a	7 some	11 any
4 some	8 some	12 any

4 **Aim** To present partitives

- Read out the table and explain/elicit the meanings of any unknown words.
- Then give Ss time to match the items in the columns.
- Check Ss' answers.

Answer Key

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

Module 5

5 **Aim** To practice partitives

- Ask Ss to read the sentences.
- Then, give them time to complete the gaps with the partitives from the list.
- Check Ss' answers.

Answer Key

1 packet	5 bottle
2 carton	6 loaf
3 piece	7 cup, glass
4 bag	8 bowl

5c Vocabulary

1 **Aim** To present vocabulary for food preparation

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

2 **Aim** To present cooking tools

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

3 a) **Aim** To practise vocabulary for food preparation and cooking tools

- Explain the task.
- Give Ss time to match the cooking tools to their uses.
- Check Ss' answers.

Answer Key

1 c 2 d 3 a 4 b

b) **Aim** To talk about food preparation and cooking tools

- Ask Ss to work in pairs and make sentences about food preparation and cooking tools. Tell them to use their answers to Ex. 3a following the example and then tell their partner.
- Elicit answers from various Ss around the class.

Answer Key

*You need a knife to chop, peel or slice onions.
You need a grater to grate cheese.
You need a spoon to mix vegetables.*

5d Everyday English

1 **Aim** To complete a dialogue

Read out the phrases and give Ss time to use them to complete the dialogue.

Answer Key

1 D 2 E 3 A 4 C 5 B

2 **Aim** To listen for confirmation; to act out a dialogue

- Play the recording. Ss listen and check their answers to Ex. 1.
- Then Ss take roles and act out the dialogue.

3 **Aim** To complete exchanges

- Read out the **?Word** box and ask Ss to work in pairs and ask and answer questions following the example using the ingredients list in Ex. 1.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Answer Key

A: *How much butter do we need?*
B: *We need 120 grammes of butter.*

A: *How much flour do we need?*
B: *We need 180 grammes of flour.*

A: *How much baking powder do we need?*
B: *We need 2 teaspoons of baking powder.*

A: *How much milk do we need?*
B: *We need 120 millilitres of milk.*

A: *How many strawberries do we need?*
B: *We need 12 strawberries.*

4 **Aim** To complete exchanges

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

Suggested Answer Key

- 2 *Is it easy to make?*
- 3 *And then?*
- 4 *It sounds simple!*

Aim To learn word stress

- Explain the task and play the recording.
- Ss listen and underline the stressed syllables.
- Check Ss' answers.
- Play the recording again. Ss listen and repeat either chorally or individually.

Answer Key

*apple chicken cereal tomato pepper onion
coffee lemon*

5e Grammar

1 **Aim** To present/practise quantifiers

- Direct Ss' attention to the table and ask various Ss to read the examples aloud.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 <i>much</i>	5 <i>lots of</i>	9 <i>few</i>
2 <i>much</i>	6 <i>much</i>	10 <i>a little</i>
3 <i>many</i>	7 <i>a few</i>	11 <i>much</i>
4 <i>a lot of</i>	8 <i>little</i>	12 <i>many</i>

2 **Aim** To decide on shopping items and write a shopping list

- Explain the task. Ask Ss to work in pairs and decide on items they need from the supermarket through a dialogue following the example.
- Monitor the activity around the class.
- Then have Ss write their shopping list.
- Check Ss' answers.

Suggested Answer Key

A: *Do we need any milk?*
 B: *Yes. We haven't got any.*
 A: *How many cartons?*
 B: *Two. What about eggs?*
 A: *We've got a few, but we need some more.*
 B: *How many?*
 A: *Six. And there isn't any bread.*
 B: *Let's get two loaves.*

Shopping list

*2 cartons of milk
6 eggs
2 loaves of bread*

3 **Aim** To present *can/can't - may/may not*; to practise *can/can't*

- Read out the cartoon.
- Read out the theory box and explain that we use *can/can't* to show that we are able/unable to do sth and to ask for/give/refuse permission. Explain that we use *may/may not* to ask for/give/refuse permission in a more formal manner.
- Ask Ss to look at the pictures and read out the example exchange. Then have Ss ask and answer in pairs following the example. Monitor the activity around the class.

Answer Key

- 2 A: *Can you play video games?*
B: *Yes, I can./No, I can't.*
- 3 A: *Can you drive a car?*
B: *Yes, I can./No, I can't.*
- 4 A: *Can you play the piano?*
B: *Yes, I can./No, I can't.*

4 **Aim** To practise *can/can't* through personal examples

- Ask Ss to look at the pictures in Ex. 3 once again.
- Elicit answers from Ss around the class.

Suggested Answer Key

I can play video games and I can play the piano. I can't ride a horse or drive a car.

5 **Aim** To practise asking for permission

- Explain the task and read out the example.
- Have Ss ask for and give/refuse permission in pairs following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested answer Key

- 2 A: *May I leave early?*
B: *Yes, you may/can.*

Module 5

- 3 A: *May I use a school computer?*
B: *No, you may not/can't.*
- 4 A: *Can I borrow your umbrella?*
B: *Yes, you can.*
- 5 A: *Can I use your laptop, Mum?*
B: *No, you can't.*

Game!

Play the game as a class. Split the class into two teams and have one player from each team take turns in miming an activity. Every correct guess gets a point. The team with the most points, wins.

Team A S1: *(mimes running – jogs on the spot)*
S2: *You can run.*
S1: *Correct!*

Team B S1: *(mimes playing the guitar)*
S2: *You can play the guitar.*
S1: *That's right.*

5f Across Cultures

1 To listen and read for gist

- Ask Ss to read the title of the text and look at the pictures.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers.

Answer Key

A UK B USA

2 To read for specific information

- Ask Ss to read the sentences 1-4. Then give Ss time to read the texts again and mark them according to what they read.
- Check Ss' answers.

Answer Key

1 R 2 DS 3 W 4 R

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

3 To consolidate information in a text

- Give Ss time to answer the questions referring to the text if/when necessary.
- Check Ss' answers.

Answer Key

- 1 *Vendors use cod or haddock in fish and chips.*
- 2 *People put salt and vinegar on their fish and chips.*
- 3 *There hot dog carts on almost every street.*
- 4 *People put mustard, ketchup, onions and relish on their hot dogs.*

Culture Spot

Read out the box and then give Ss time to think of the national dish from their country. Ask Ss to tell the class.

Suggested Answer Key

The national dish of Romania is Mititei (a kind of meatball) and Sarmale (stuffed cabbage leaves).

4 To consolidate new vocabulary

- Explain the task and go through the list of words.
- Explain/elicit any unknown meanings.
- Give Ss time to complete the sentences.
- Check Ss' answers.

Answer Key

1 fry 3 spicy
2 toppings 4 steam

5 To express an opinion

Elicit answers from Ss around the class.

Suggested Answer Key

I would like to try fish and chips because I like chips and I think fish is tasty.

6 To listen for specific information

- Read out the **Study Skills** box.
- Explain the task and ask Ss to read through the questions and look at the picture choices.
- Play the recording. Ss listen and choose the answers.
- Check Ss' answers.

Answer Key

1 B 2 A 3 A

7 **Aim** To write a blog entry

- Read out the **Study Skills** box.
- Explain the task and give Ss time to research online and collect information under the headings provided.
- Give Ss time to use their notes to write a blog entry about street food in their country.
- Ask various Ss to read their blog entry aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Name of street food: Shaorma

How they make it: roast meat or falafel and lettuce, tomato and onion in a pitta bread.

What they serve it with: hummus, tahini or lemon

Bogdan's Blog!

In Romania, you can get different types of street food. My favourite is Shaorma. This is roasted meat or falafel and lettuce, tomato and onion inside pitta bread. You can have it with hummus, tahini or with some lemon on top. It's very tasty! What street food do you like?

8 **Aim** To create a poster

- Explain the task and give Ss time to create a poster of traditional Romanian dishes.
- Ask Ss to add pictures and label the dishes.
- Ask various Ss to present their posters to the class and then display the posters around the classroom.

Suggested Answer Key

Traditional Romanian Dishes



Mamaliga



Sarmale



Mititei

5 • CLIL (Food Technology)

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

- Ask Ss to read the sentences.
- Play the recording. Ss listen and read and mark the sentences according to what they hear.

Answer Key

1 R 2 W 3 DS 4 R 5 R

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

2 **Aim** To personalise the topic

Ask various Ss around the class to tell the rest of the class their answers to the question.

Suggested Answer Key

I usually eat bread, rice and potatoes, fruit, vegetables and fish, and drink water or fruit juice. I don't usually eat crisps, cake or sweets. I don't usually drink tea or milk.

Module 5

3 **Aim** To learn about healthy food

- Explain the task and give Ss time to do some online research and find leaflets on healthy food.
- Ask various Ss to present their leaflets to the class.

(Ss' own answers)

5 Project

1 **Aim** To create a poster

- Ask Ss to work in small groups.
- Explain the situation and give Ss time to complete the task and make notes. Then Ss use their notes and draw/add pictures to create a poster.

Suggested Answer Key

Unhealthy Food/Drinks



sweets



cake



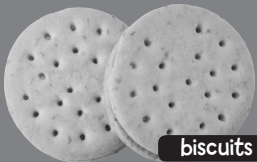
sugar



ice cream



cola

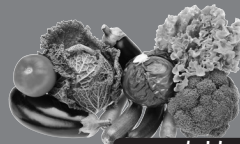


biscuits

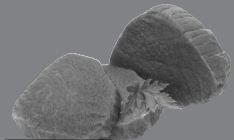


crisps

Healthy Food/Drinks



vegetables



meat



fish



rice



eggs



cereal



olive oil



milk

2 **Aim** To prepare a quiz

- Give Ss time to prepare a quiz and go around the class to collect the results of what their classmates like/don't like.
- Ask various Ss to present their results to the class.

Suggested Answer Key

- How many servings of fruit and vegetables do you eat per day?
A 0-2 B 3-4 C 5+
- How much water do you drink each day?
A 1-3 glasses B 4-7 glasses
C 8+ glasses
- How often do you drink fizzy drinks?
A every day B often C rarely

- 4 How often do you eat fast food?
A every day B often C rarely
- 5 How often do you eat crisps, biscuits and chocolate?
A every day B often C rarely

Mostly As – Try to change your eating habits.
Mostly Bs – Almost there!
Mostly Cs – Great work, you have a healthy diet!

3 **Aim** To present healthy/unhealthy eating habits

Ask various groups of Ss to give a presentation on healthy/unhealthy eating habits using their poster and the Eatwell Guide to help them.

Suggested Answer Key

Our eating habits are important. We can help our bodies to be healthy by eating healthy food and not eating unhealthy food.

Bread, rice, potatoes, pasta and cereal are healthy and give us energy. Beans, fish, meat and eggs help us grow strong and milk, yoghurt and cheese are good for our bones and teeth. Eat five portions of fruit and vegetables every day to stay healthy and get lots of vitamins.

Biscuits, crisps cake, sweets and chocolate are unhealthy. It's OK to eat chocolate or sweets sometimes, but don't eat them every day!

It's easy to have a good diet! Give it a try!

4 **Aim** To do a quiz about a healthy diet; to consolidate the value of healthy eating habits

- Give Ss time to read through the items and tick the ones that are true for them.
- Then ask Ss to check their results and conduct a class poll via a show of hands for the results.

(Ss' own answers)

Guess

Read out the question and elicit Ss' guesses.

5 Revision & Evaluation

1 Answer Key

- 1 Tony is from London.
2 A packed lunch is a lunch parents make at home.
3 A school dinner is a hot meal the school makes.

2 Answer Key

- 1 Chop, knife 3 peel, slice
2 Beat, whisk

3 Answer Key

- 1 rice 2 chicken 3 cheese 4 fish

4 Answer Key

- 1 How many, Not many 4 a few, an
2 much, packet 5 any, some
3 some, cup 6 loaf, cartons

5 Answer Key

- 1 can, can 2 may, may not

6 Answer Key

- 1 How many, 3 3 How many, 1
2 How much, 50 ml 4 How much, 80 g

7 Answer Key

- 1 C 2 B 3 A 4 A

8 Suggested Answer Key

*Hi Helen,
My favourite meal is Tochtitură. It is meat stew and we serve it with Mămăligă. It's easy to make. I like it because it's warm and delicious.
Bye,
Camelia*

Self evaluation

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

Module 6 Let's have fun!

Topic

In this module, Ss will explore the topics of free-time/ outdoor activities, the weather, clothes/ accessories/ footwear, shopping and books.

Module page

98-99

Lesson Objectives: To get an overview of the module, to learn free-time/outdoor activities

Vocabulary: Free-time/outdoor activities (*make a snowman, play sports, go shopping, visit museums/ tourist attractions, go sightseeing, go camping, go to the beach, take a bike ride, have a picnic, go skiing, have a barbecue, visit a market, read a book*)

6a Reading

100-101

Lesson Objectives: To read for gist, to read for specific information, to learn the weather, to talk about the weather, to talk about festivals, to write an instant message about a festival

Vocabulary: Verb (*celebrate*); Phrasal verb (*dress up*); Nouns (*parade, fireworks, folk music, symbol*); Adjective (*traditional*); Phrase (*hang flags*)

6b Grammar

102-103

Lesson Objectives: To learn the present continuous (affirmative & negative)

6c Vocabulary

104

Lesson Objectives: To learn clothes/accessories/ footwear, to talk about clothes/accessories/footwear

Vocabulary: Clothes/Accessories/Footwear (*hat, scarf, gloves, socks, leggings, trainers, boots, shoes, cap, T-shirt, shirt, jumper, shorts, skirt, dress, jeans, jacket, belt*)

6d Everyday English

105

Lesson Objectives: To role play a dialogue shopping, to learn intonation in exclamations

6e Grammar

106-107

Lesson Objectives: To learn the present continuous (interrogative & short answers), to learn object personal pronouns/possessive pronouns

6f Across Cultures

108-109

Lesson Objectives: To listen and read for gist, to read for key information, to present Narnia, to learn types of books, to talk about types of books, to listen for key information, to write a thank-you message

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

CLIL 6 (ICT)

110

Lesson Objectives: To listen and read for order of events, to explain how to print a lot of photos from an email at once, to print a lot of photos from an email at once, to create a poster

Vocabulary: Verbs (*send, print, follow, right-click, copy, paste, save*); Noun (*printer*)

Project 6

111

Lesson Objectives: To create a calendar of annual celebrations, to present annual celebrations in Romania, to learn about values (*celebrations*)

Revision & Evaluation 6

112-113

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

What's in this module?

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

1 **Aim** To present vocabulary for free-time/ outdoor activities

- Read out the **Note!** box.
- Tell Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.
- Play the video for Ss and elicit their comments.

2 **Aim** To talk about activities

- Read out the **Note!** box.
- Explain the task and ask two Ss to read out the examples.
- Ask Ss to discuss the activities following the example.
- Then ask various Ss around the class to tell the rest of the class about the activities and their likes/dislikes.

Suggested Answer Key

A: I like making a snowman.

B: Me too.

A: I like going skiing.

B: Same here.

A: I like having barbecues/a barbecue.

B: Really? I don't.

A: I don't like going sightseeing.

B: Really? I do.

6a Reading

1 **Aim** To read for gist

- Play the recording. Ss listen to the music.
- Ask Ss to look at the pictures and guess where Cheryl and Katy are.
- Give Ss time to look quickly through the texts and find out.
- Elicit where the girls are.

Answer Key

Cheryl is in Paris, France and Katy is in Moscow, Russia.

2 **Aim** To read for specific information

- Give Ss time to read the questions and then read the texts again and answer them.
- Check Ss' answers.

Answer Key

1 P 2 M 3 P 4 P 5 M

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

3 **Aim** To present the weather

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

4 a) **Aim** To talk about the weather

Elicit answers to the questions from Ss around the class.

Suggested Answer Key

In the summer, it's hot. In the autumn, it's cloudy. In the winter, it's cold. Today, it's raining.

b) **Aim** To find out about the weather in other places

- Ask Ss to research online and find out what's the weather like in the places listed.
- Ask various Ss to tell the class.

Suggested Answer Key

In Brasilia, it's cloudy. In Cairo, it's hot. In London, it's raining. In Los Angeles, it's hot. In Madrid, it's hot. In Moscow, it's cold. In New York, it's raining. In Rome, it's warm and sunny. In Paris, it's cloudy and in Tokyo, it's warm and sunny.

5 **Aim** To consolidate information in the texts

- Play the recording. Ss listen to and read the messages.
- Then ask various Ss to tell the class how people celebrate each festival.

Suggested Answer Key

On Bastille Day, the French have parties and parades. They hang flags and dress up. There are fireworks, too. In Moscow, people eat blini to

Module 6

celebrate Maslenitsa. There is folk music and traditional dancing. Also, they burn Lady Maslenitsa, the symbol of winter.

6 Think **Aim** To express an opinion

Ask various Ss to tell the class which festival they think is exciting and why.

Suggested Answer Key

Bastille Day sounds exciting to me because I love parades. /Maslenitsa sounds exciting to me because they burn the figure of winter.

7 **Aim** To write an instant message

- Explain the task and the situation.
- Give Ss time to complete it and then ask various Ss to read out their instant message to the class.

Suggested Answer Key

Hi Jordan!

I'm having a great time in Bucharest. It's warm and sunny today. I'm here for the Traditional Crafts Fair. People from all over Romania come to the village Museum in Bucharest to show their works of art made of clay, wood and glass. They're really amazing. At the moment, I'm choosing a gift for my mum. You have to come next year!

See you soon,

Natasha

Game!

Give Ss time to research online and find traditional songs from various countries and download the music files. Play the songs in class. The class, in teams, decide which countries the songs are from. Each correct answer gets a point. The team with the most points after a designated time or number of songs, wins.

6b Grammar

1 **Aim** To present/practise the present continuous (affirmative)

- Read out the **Note!** box.
- Say and then write on the board: *I am reading now.* Underline *am reading*. Explain that this is the present continuous tense. Explain that we use the verb *to be* + main verb + *-ing* to form the affirmative present continuous. Read out all the persons and the contracted forms.

- Explain that we use this tense to talk about actions which are happening now.
- Ask Ss to read the theory and the cartoon.
- Read out the **Note!** box and the example and give Ss time to complete the *-ing* forms for the remaining items.
- Check Ss' answers.

Answer Key

2	going	5	studying	8	writing
3	taking	6	putting	9	sleeping
4	running	7	swimming		

2 **Aim** To practise the present continuous

- Explain the task and ask Ss to complete the sentences using the verbs in the list in the present continuous.
- Check Ss' answers.

Answer Key

1	is eating	5	are listening
2	is surfing	6	are having
3	am watching	7	are making
4	is riding	8	is visiting

3 **Aim** To practise the present continuous

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

Answer Key

- 2 I am playing basketball now.
- 3 We are having a picnic now.
- 4 They are swimming now.
- 5 She is sleeping now.
- 6 You are watching TV now.
- 7 Ann and Laura are making a cake now.
- 8 Simona is doing her homework now.

4 **Aim** To present/practise the present continuous (negative)

- Read out the **Note!** box.
- Say and then write on the board: *I am not reading now.* Underline *am not reading*. Explain that we use the verb *to be* + *not* + main verb + *-ing* to form the negative present continuous. Read out all the persons and the contracted forms.
- Ask Ss to read the theory and the cartoon.

- Ask Ss to read the gapped sentences and choose the correct option to complete them.
- Check Ss' answers.

Answer Key

1 b 2 c 3 b 4 a

5 **Aim** To practise the present continuous (negative)

- Explain the task and read out the example.
- Give Ss some time to look at the pictures and correct the remaining sentences. Ss compare their answers with their partner's.
- Check Ss' answers.

Answer Key

- 2 *No! The boys aren't reading. They're playing football.*
- 3 *No! They aren't skiing. They're making a snowman.*
- 4 *No! Paul isn't visiting a museum. He's fishing.*
- 5 *No, they aren't skiing. They are having a barbecue.*

6c Vocabulary

1 **Aim** To present vocabulary for clothes/ accessories/footwear

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

Answer Key

hat 1	leggings 4	cap 15
scarf 2	trainers 18	T-shirt 9
gloves 10	boots 12	shirt 16
socks 11	shoes 5	jumper 14
shorts 13	dress 7	jacket 8
skirt 3	jeans 17	belt 6

2 **Aim** To describe appearance (clothing)

- Ask Ss to describe what the people are wearing in pairs.
- Ask some Ss to tell the class.

Answer Key

Becky is wearing a skirt, leggings, shoes and a T-shirt. Barry is wearing a shirt, jeans and trainers.

3 **Aim** To describe appearance (clothing)

- Ask Ss to describe what they are wearing.
- Ask some Ss to tell the class.

Suggested Answer Key

Today, I'm wearing a jumper, jeans and boots.

6d Everyday English

1 a) **Aim** To listen and read for specific information

- Play the recording. Ss listen to and read the dialogue.
- Elicit what Mary is buying.

Answer Key

Mary is buying a souvenir/a green cap.

b) **Aim** To read a dialogue

- Ss take roles and read the dialogue in pairs.
- Check Ss' intonation.

2 **Aim** To role play a dialogue relating to shopping souvenirs

- Ask Ss to work in pairs and act out a dialogue similar to the one in Ex. 1 changing the coloured words and using the souvenirs in the pictures.
- Monitor the activity around the class and then have some pairs act out their dialogues in front of the rest of the class.

Suggested Answer Key

A: *Good afternoon. What can I do for you?*
 B: *Good afternoon. I want to buy a souvenir.*
 A: *What about this mug?*
 B: *It's very nice. How much is it?*
 A: *It's \$12.00.*
 B: *Can I have this blue one, please?*
 A: *Sure. That's \$12.00.*
 B: *Here you are.*
 A: *Here's your change. Have a nice day.*

Aim To learn intonation in exclamations

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

Module 6

6e Grammar

1 **Aim** To present/practise the present continuous (interrogative & short answers)

- Read out the **Note!** box. Say and then write on the board: *Am I playing tennis now?* Explain that this is the interrogative form of the present continuous. Tell Ss that we answer in short form with *Yes/No, I am/am not, Yes/No, you/we/they are/aren't, Yes/No, he/she/it is/isn't*.
- Ask Ss to read the theory and the cartoon.
- Then ask Ss to look at the questions and match them to their answers.
- Check Ss' answers.

Answer Key

1 c 2 d 3 b 4 a

2 **Aim** To practise the present continuous (interrogative & short answers)

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

Answer Key

1 isn't
2 Are your friends playing football? are
3 Are you having a picnic? am
4 Is Angelina taking a bike ride? isn't
5 Are they watching? aren't

3 **Aim** To practise the present continuous (interrogative & short answers)

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

Answer Key

2 Is Ms Smith visiting the market now? No, she isn't.
3 Are they having a barbecue now? Yes, they are.
4 Are Steve and Larry making a snowman now? No, they aren't.
5 Is your friend swimming now? Yes, he/she is.

Game!

Ss work in pairs and ask Yes/No questions to find out what their partner is doing. You can show them the example to help them if necessary. The

main goal is to practise the present continuous. Each correct guess is worth one point.

4 **Aim** To practise the present continuous (interrogative & short answers)

- Ask Ss to look at the picture and read the example.
- Give Ss time to write questions for the rest of the items and answer them.

Answer Key

2 Are Mark and Bill taking a bike ride? No, they aren't. They're eating.
3 Are Anna and Mary drinking coffee? No, they aren't. They're talking.
4 Is Ms Smith talking on her mobile? No, she isn't. She's taking photos.
5 Is the dog playing? No, it isn't. It's sleeping.

5 **Aim** To present object personal pronouns/ possessive pronouns

- Go through the table and read out the examples.
- Ask Ss to read the cartoon and the **Note!** box.
- Ask Ss to read the sentences and choose the correct items.
- Check Ss' answers around the class.

Answer Key

1 My, Hers 3 him, He, my 5 her, mine
2 their, ours 4 Your, Theirs 6 my, yours

6f Across Cultures

1 a) **Aim** To present new vocabulary through pictures

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

Answer Key

a = a mouse c = a wolf e = a lion
b = a minotaur d = a centaur

b) **Aim** To listen and read for gist

- Play the recording.
- Ss listen to and read the text and find out the answer to the question.

Answer Key

They are special because they are mythical creatures and talking animals.

2 **Aim** To read for key information

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

Answer Key

1 C. S. Lewis

2 Aslan

3 fight with a sword

4 fly

5 they are half-man and half-horse

6 of the wolves in Narnia

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

3 **Aim** To present Narnia

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

Suggested Answer Key

What is Narnia?: magical world, land of mythical creatures and talking animals. King Aslan is a lion.

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

Mythical creatures: gryphons fly high in the sky with body of a lion, head and wings of an eagle, centaurs – half-man, half-horse, can run fast and are clever, minotaurs – enemies of Aslan, body of a man, head of a bull and very strong

Narnia is a magical world with talking animals and mythical creatures. The king of Narnia is Aslan the lion. In Narnia, there are talking animals. There's a mouse called Reepicheep. He is a brave knight and can fight with a sword. There is also a talking wolf called Maugrim. He is the leader of the wolves and is very dangerous.

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

4 **Aim** To learn types of books

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

Answer Key

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

Non-fiction: biographies, articles in newspapers/magazines

5 **Aim** To talk about types of books

- Go through the list of adjectives and explain/ elicit their meanings.
- Then ask Ss to talk in pairs about which types of books they like/don't like using the adjectives and following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: Do you like action and adventure books?

B: Yes, I love them. They're exciting!

A: Do you like fairytales?

B: No, I don't. They're boring. etc.

Culture Spot

Read out the box and then give Ss time to research the internet and find famous writers in their country. Ss tell the class.

Suggested Answer Key

Alexandru Paleologu, Octavian Paler, Augustin Buzura, Mircea Cărtărescu, Gabriela Adameșteanu, Carmen-Francesca Banciu

Module 6

6 **Aim** To listen for key information

- Read the rubric aloud and ask Ss to read the list with the types of books.
- Play the recording. Ss listen and complete the task.
- Play the recording again if necessary and check Ss' answers.

Answer Key

1 c 2 a 3 d

7 **Aim** To write a thank-you message

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

Suggested Answer Key

Dear Nicolae,

Thank you so much for the book. 'Ender's Game' is a great science fiction book and a film. I can't wait to read it! Thank you again!

Mihaela

6 CLIL (ICT)

1 **Aim** To listen and read for order of events

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and read and then order the pictures.
- Check Ss' answers.

Answer Key

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

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

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

Ask Ss to use the pictures in Ex. 1 and explain how to print a lot of photos at once. Then ask some Ss to tell the class.

Suggested Answer Key

To print many photos from an email at once, first copy a photo from your email. Then, paste it onto a Word document. Do this for all the photos you want. Next, move the pictures and make them big or small. Then, click on 'File' and 'Save As ...' to save the document. Finally, click on 'File' then 'Print' to print out the photos.

3 **Aim** To print a lot of photos at once and create a poster

- Explain the task and assign the task as HW.
- Then have Ss create a poster using the photos and bring it to class.

(Ss' own answers)

Aim To make a poster

- Explain the task and give Ss time to do some online research and find suitable videos.
- Have Ss create a poster of holiday destinations.
- Display the posters around the classroom.

(Ss' own answers)

6 Project

1 **Aim** To create a poster

- Ask Ss to work in small groups.
- Tell them to collect information about annual celebrations in Romania and make notes under the headings in their notebooks.
- Check Ss' answers on the board.

Suggested Answer Key

Name: Dragobete

Place: Romania

Date: 24th February

Activities: Give gifts to loved ones

Name: Martisor

Place: Romania

Date: 1st March

Activities: Wear red and white string bracelets for good luck

Name: Easter

Place: Romania

Date: April or May

Activities: Go to church, eat with friends and family, bake Easter cakes, make Easter baskets

Name: Medieval Festival

Place: Sighisoara, Romania

Date: July or August

Activities: See knights and princesses, watch singers and dancers

Name: Christmas

Place: Romania

Date: 24th-27th December

Activities: Gather with friends and family, go to church, eat meals together, exchange presents

2 **Aim** To create a calendar

Give Ss time to create a calendar using their answers from Ex. 1.

(Ss' own answers)

3 **Aim** To present a calendar of annual celebrations in Romania

- Ask various Ss to give a presentation on the annual celebrations in their country to the class.
- Tell Ss to use the calendar in Ex. 2 to help them.

Suggested Answer Key



There are lots of celebrations in Romania throughout the year. Let me tell you about some of them.

On 24th February, we celebrate Dragobete. It is like Valentine's Day. We give gifts to loved ones. Then, on 1st March we have Martisor. We wear red and white string bracelets for good luck. In April or May, we have Easter. It is a very important celebration. We go to church, spend time with friends and family and eat lots of delicious Easter food. We also make Easter baskets and cakes.

In July or August, in Sighisoara, there is a Medieval Festival. Here people see knights and princesses. There are also singers and dancers performing on a stage.

From 24th - 27th December, we celebrate Christmas. We gather with our friends and families, go to church, eat meals together and exchange gifts. These are only some of the things we celebrate here in Romania, there are lots of other exciting celebrations, too!

4 **Think Aim** To discuss the value of celebrations

- Read out the ideas.
- Give Ss time to read through the ideas and discuss them in pairs as well as their own ideas.
- Monitor the activity around the class and then ask some Ss to tell the class.
- Play the video and elicit Ss' comments.

Suggested Answer Key

A: I agree that celebrations bring family and friends together. I always spend time with my family at Easter and Christmas.

B: Me, too. I like going to visit my family at Christmas. I also think some celebrations attract visitors.

A: Yes, a lot of tourists visit different places to attend festivals and celebrations.

B: Do you think celebrations keep a place's culture alive? I do.

A: Yes! My family always keep traditions at Easter and Christmas. I think it's very interesting to learn about customs and traditions. I think celebrations always bring excitement to a place.

B: I think so, too! Everyone is always happy when there is a celebration. There is also a lot of exciting things to see and do at celebrations. Also, I like being able to relax and have fun at celebrations.

A: Me, too. We don't usually go to school. We can stay home with our family and friends and do fun things that are different from our daily routine.

Module 6

6 Revision & Evaluation

1 Answer Key

1 W 2 DS 3 R 4 R

2 Answer Key

1 play 3 go 5 have
2 make 4 visit 6 take

3 Answer Key

1 skirt 2 leggings 3 scarf 4 trainers

4 Answer Key

1 are going 3 am studying
2 is coming 4 are running

5 Answer Key

1 Joe isn't playing tennis.
2 The boys aren't doing their homework.
3 I am not sleeping.

6 Answer Key

1 Is Julie swimming, she is
2 Are Bob and you tidying, we are
3 Are the girls taking, they aren't

7 Answer Key

1 my, it 3 Her, mine
2 mine, your 4 them, Their

8 Answer Key

1 Hello. I want to buy a souvenir.
2 What about this hat?
3 That's \$12.00.
4 Sure, here you are.

9 Answer Key

1 e 2 b 3 c 4 a

10 Suggested Answer Key

Hi Simon,

Today it's hot and sunny! Right now, I'm sitting in a café. I'm having a meal and writing my postcards. I'm wearing shorts and a T-shirt. I'm having a great time!

Write back!

Ahmed

Self evaluation

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

(pp. 114 - 115)

1 Aim To introduce the story through pictures

- Ask Ss to look at the pictures, read the descriptions 1-6 and match them.
- Check Ss' answers.

Answer Key

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

2 Aim To listen and read for order of events

- Play the recording. Ss listen to and read the text and put the pictures in the correct order of the events in the story.
- Check Ss' answers.

Answer Key

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

3 Aim To read for key information

- Give Ss time to read the text again and then read the questions 1-3 and the answer choices. Ss complete the task.
- Check Ss' answers around the class.

Answer Key

1 B 2 C 3 A

4 Think Aim To express a wish/desire

- Give Ss time to consider the question and write their answers in their notebooks.
- Then ask various Ss around the class to read out their answers and then discuss as a class.

Suggested Answer Key

I want a new bike.

5 Think Aim To develop critical thinking skills

- Read out the message options and give Ss time to consider them and choose the one they think is most appropriate. Then Ss write it in their notebooks.
- Elicit answers from around the class.

Answer Key: a

6 Aim To design a cover for a story

- Ask Ss to work in small groups and think of an appropriate image for the cover of the story.

- Give Ss time to draw it and colour it and then ask various groups to present their covers to the class.

(Ss' own answers)

7 Aim To act out a story

- Divide the class into groups of six and ask them to act out the story following the directions in front of the class.
- Make a video of each group.

(Ss' own answers)

(pp. 116 - 117)

1 Aim To listen and read for key information

- Ask Ss to look at the pictures.
- Play the recording. Ss listen to and read the text to find out who the people in the pictures are.
- Elicit answers from Ss around the class.

Answer Key

- A - *Robert, the Earl of Huntingdon, and the Sheriff of Nottingham*
- B - *Robin Hood and some outlaws*
- C - *Robert, the Earl of Huntingdon, the Sheriff of Nottingham, Marian and some guards*
- D - *Robert, the Earl of Huntingdon, and some outlaws*
- E - *Robert, the Earl of Huntingdon, and Marian*

2 Aim To listen to and read for order of events

- Play the recording. Ss listen to and read the text and put the pictures in the correct order of the events in the story.
- Check Ss' answers.

Answer Key

- E *Robert and Marian get married*
- C *Soldiers arrest Robert*
- A *Robert escapes*
- D *Outlaws stop Robert*
- B *Robert puts up hood*

3 Aim To read for order of events

- Ask Ss to read the text again and then read the listed events.

World Tales

- Give Ss time to put the events in the correct order.
- Check Ss' answers.

Answer Key

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

4 **Aim** To write a summary of a story

- Give Ss time to write a summary of the story using the pictures.
- Then ask various Ss to read out their summary to the class.

Suggested Answer Key

Robert and Marian are getting married at the church. The Sheriff comes to arrest Robert, but he manages to escape. The outlaws stop Robert in the forest. Robert joins them as their leader and changes his name to Robin Hood.

5 **Think Aim** To predict the end of a story

- Give Ss time to consider what they think will happen in the end and then ask various Ss to share their ideas with the class.

Suggested Answer Key

I think Robin will defeat the Sheriff and the new king and he will become the Earl of Huntingdon again and marry Marian and live happily ever after.

6 **Aim** To research a story

- Ask Ss to go online and research the whole story of Robin Hood and play the video.
- Ask Ss to compare their answers in Ex.6 with the actual events.

(Ss' own answers)

Evaluation Key

EVALUATION 1 (Modules 1-2)

- 1 1 Canadian 3 Romanian 5 American
2 British 4 Portuguese
- 2 1 brother 3 tall 5 popular
2 old 4 friends
- 3 1 my 2 his 3 her 4 his 5 their
- 4 1 butterflies 3 keys 5 teeth
2 scarves 4 men 6 buses
- 5 1 Who's 2 plump 3 She 4 How 5 years

EVALUATION 2 (Modules 3-4)

- 1 1 B 2 C 3 A 4 B 5 A
- 2 1 shower 3 homework 5 hang
2 brush 4 online
- 3 1 any 2 some 3 any 4 some 5 any
- 4 1 at, in 2 on 3 in 4 on 5 at
- 5 1 b 2 a 3 b 4 a 5 b

EVALUATION 3 (Modules 5-6)

- 1 1 play 2 have 3 go 4 visit 5 take
- 2 1 Beat, whisk 4 Lettuce, cherries
2 Grate, grater 5 Mix, spoon
3 peel, slice
- 3 1 How much, Not much 4 a few, an
2 much, carton 5 any, some
3 some, bowl
- 4 1 Are you doing 4 Is the dog playing
2 is going 5 are making
3 are swimming
- 5 1 I want to buy a souvenir.
2 How about this T-shirt?
4 Sure.
3 How much is it?
5 Here's your change.

Student's Book Audioscripts

Welcome back

Exercise 2 (p. 10)

- 1 B - I - double L 3 J - U - A - N
2 M - A - Y - A 4 T - E - R - E - S - A

Exercise 6 (p. 13)

- 1 12 2 100 3 50 4 42 5 13 6 80

Exercise 2 (p. 14)

- 1 It's five past three.
2 It's a quarter to seven.
3 It's half past two.
4 It's twenty-five to four.
5 It's a quarter past twelve.

Exercise 5 (p. 15)

Mondays are great! My first lesson is Maths from 8:30 until 9:30. Then it's Music. Break is at 10:30. At 10:45, it's English and then it's PE. Lunch break is from 12:45 until 1:30. Then it's Science until 2:30. From 2:30 until 3:30 it's Art. It's my favourite school subject!

Module 1 - Hello!

1a • Reading

Exercise 5 (p. 21)

Boy: Hello. What's your name?

Girl: I'm Beth Camden.

Boy: How old are you, Beth?

Girl: I'm 10 years old.

Boy: Where are you from?

Girl: I'm Canadian. I'm from Hudson. It's a small town in Canada.

Girl: Hi! What's your name?

Boy: My name's Peter Smith.

Girl: How old are you?

Boy: I'm 11 years old.

Girl: Where are you from?

Boy: I'm American. I'm from Los Angeles. It's a city in the USA.

1f • Across Cultures

Exercise 6 (p. 29)

The Belém Tower is in the lovely seaside town of Mindelo in Cape Verde. The tower is 80 years old. It's a copy of the big tower in Lisbon, Portugal. It's under 30 metres high and the view from the top is beautiful!

1 • Progress Check

Exercise 11 (p. 33)

T: Hello, I'm Mrs Smith. I'm your teacher. What's your name?

S: My name's Tony Banks.

T: How do you spell your surname?

S: B-A-N-K-S.

T: OK. How old are you Tony?

S: I'm 12 years old.

T: Where are you from?

S: I'm a New Zealander. I'm from the city of Auckland.

T: Right. When is your birthday?

S: It's on the 18th of February.

T: OK. Thank you.

Module 2 - Family ties

2a • Reading

Exercise 6 (p. 37)

This is a picture of me and my family. My mum and my dad are on the left. The boy next to my dad is my brother, Ben. Our granddad is with us, too. He's got his dog, Bruce. He's really friendly! Our grandma isn't in the picture. She's in the house with my sister, Julie.

2f • Across Cultures

Exercise 6 (p. 45)

Hi! My favourite superhero is The Flash! The Flash is from Missouri, USA. His real name is Barry Allen. The Flash is tall and strong and he's clever, too! The Flash is the husband of Iris West and he's also the uncle of Wally West, the third Flash.

2 • Progress Check

Exercise 9 (p. 49)

A: How many people are in your family, Anna?

B: There are five people in my family. My mum is Jane, my dad is Andy, and Tom and Paul are my brothers.

A: How old are your parents?

B: My mum is forty and my dad is forty-two.

A: Have your mum and dad got any brothers and sisters?

B: Yes. My dad has a brother. He's Alex. His wife is Kelly and they have two daughters, Helen and Sue.

Student's Book Audioscripts

Module 3 - Home, ... sweet home

3f • Across Cultures

Exercise 7 (p. 61)

Girl: Hi, Bill! How's your new house?

Boy: Hello, Katie. It's great! It's a detached house with its own garden and a driveway.

Girl: Wow. Is it big?

Boy: Oh, yes. There are three rooms downstairs and four bedrooms and a bathroom upstairs. It's got a garage, too.

Girl: Where is it?

Boy: On Green Street. It's one of the new houses.

Girl: Is it opposite the old block of flats?

Boy: No, it's near the park. Come over after school and see.

3 • Progress Check

Exercise 8 (p. 65)

1 Where's the desk?

My bedroom is great! It has got a single bed, a big wardrobe and a window. Also, there is a desk so I can do my homework in the evenings. The wardrobe is next to my bed and the desk is in front of the window so I can look outside.

2 Which floor is John's house on?

Hi, Emma! It's John. Where are you? I can't reach you on your mobile phone or on your home phone. Anyway, my birthday party is tomorrow evening. Please come. My house is at 2 Park Street on the 8th floor. There is no lift on my floor, but you can go to the fifth floor and walk up to the 8th. See you there!

3 What hasn't Kate got in her bedroom?

A: Hi, Kate! How is your new house?

B: Hi, Jill. It's just great! It's so big.

A: So have you got your own room?

B: Yes, I have. It's got a single bed and a thick carpet and a desk for my computer.

A: What about all your books?

B: They are in the bookcase in the living room, but that's OK because I can read them on the sofa!

4 Where's Peter?

A: Hi, Peter! Why are you here? Why aren't you in the library? Haven't you got an exam tomorrow?

B: Hi, Sarah. No, that exam is on Friday. Tomorrow, we've got a class trip to a museum.

A: Oh! So that's how you've got time to be in the gym!

B: That's right!

Module 4 - Every day

4a • Reading

Exercise 6 (p. 69)

Paul's timetable

Hi! I'm Paul. My school day starts when I get up at 7:00 am. I have breakfast and brush my teeth. I go to school at 8:00 am. We have registration at 8:30 and begin lessons. There is a break at 10:45 am. We stop again at 1:00 pm for lunch. In the afternoon, we have more lessons. At 3:45 pm, I have tennis practice. I do my homework when I go home, at 5:00 pm. My family and I have dinner at 7:00 pm. I chat online at 8:00 pm. Then I take a shower and go to bed at 9:30 pm.

4f • Across Cultures

Exercise 6 (p. 77)

Anton's daily routine

My name's Anton. I'm at the Gheorghe Hagi Football Academy for two weeks. It's great fun here, but it's a lot of hard work. I get up at seven o'clock because at seven thirty, I have breakfast. At nine, I have football practice and I have lunch at twelve thirty. I'm usually very hungry! In the afternoon, at two o'clock, we all play a match. After that, I take a shower and at six thirty I have dinner. I have some free time in the evening to watch TV or play video games, but then it's time to go to bed at nine thirty.

4 • Progress Check

Exercise 8 (p. 81)

1 What is Mary's favourite activity?

Boy: What do you usually do in the evenings, Mary?

Girl: Well, I always do my homework on my computer.

Boy: Me too. And then I read a book. It's so relaxing.

Girl: I sometimes read, but listening to music is my favourite way to relax.

Student's Book Audioscripts

2 What is Tom's favourite free-time activity?

Girl: I always read a book before I go to bed.

Boy: Reading is OK, but I usually surf the Net in the evenings.

Girl: Do you watch TV?

Boy: Not much. It's a bit boring. I like going out.

Girl: Do you want to come bowling with us tomorrow, then?

Boy: Sure! I love bowling!

3 When can Bob meet Janet?

Girl: Are you free on Tuesday, Bob?

Boy: No, I've got football practice on Tuesdays and Thursdays.

Girl: OK then, Wednesday it is.

Boy: Is 6 o'clock OK?

Girl: Yes, it's fine with me.

4 Who is Anna's dad?

Boy: Does your dad like his new job, Anna?

Girl: Yes. He misses the restaurant, but he loves his new school.

Boy: I bet he's a great teacher!

Girl: Yes, and he's happy because he can see Mum in the evenings now after she finishes work at the hospital.

Module 5 – All about food

5f • Across Cultures

Exercise 6 (p. 93)

1 What's Paul's favourite food?

A: What's for dinner, Dad? Not chicken again, I hope?

B: No, it's your favourite, Paul – hot dogs.

A: Hot dogs aren't my favourite food anymore.

B: So what is?

A: Ever since we got that lovely fish in Brighton, I can't stop thinking about it!

2 What does Ann want to drink?

A: Do you want something to drink, Ann? How about a glass of this lovely apple juice?

B: No, thanks – it's too cold outside for juice. Could I have a nice hot cup of tea?

A: Of course. Do you want some milk in that?

B: No, thanks. Black is fine.

A: Sugar?

B: Just a little, please. Half a teaspoon.

3 What does Lyn need to buy?

A: Have you got everything you need for dinner, Rory?

B: Why, Lyn? Are you going to the supermarket?

A: Yes, I am. I have to get some apples for the pie tomorrow.

B: Well, I've got the onions for the soup and cucumbers for the salad... So, I think I'm OK.

A: OK, see you later!

5 • Progress Check

Exercise 7 (p. 97)

1 What is Mary's favourite food?

A: What's for dinner, Mary?

B: It's my favourite.

A: Oh, what's that? Burgers?

B: No, that's your favourite.

A: Don't tell me it's fish. I can't stand fish.

B: No, it's pizza.

A: Great!

2 What does Tony want to eat?

A: Come on Tony. Let's have an ice cream.

B: No, thanks. I'm really hungry.

A: Do you want to get a burger instead then?

B: No, I prefer to have a sandwich.

A: OK. Let's go to the café.

3 What do they order?

A: I'm hungry! Let's order.

B: What do you like: pizza or burgers?

A: I want pizza. How about you?

B: Yes, me too. Do you want chips with it?

A: Not really. I want a dessert.

B: Ice cream or apple pie?

A: Ice cream.

4 What is Anna's favourite food?

A: Mmm! Chicken! Do you like chicken, Becky?

B: Not really, Anna. I prefer red meat and I can't stand fish.

A: I don't like fish, either but chicken ... yummy!

Student's Book Audioscripts

Module 6 - Let's have fun!

6f • Across Cultures

Exercise 6 (p. 109)

John: I love reading lots of different books. I like reading action & adventure stories about pirates and cowboys. But my favourite types of books to read are ones about detectives and solving crimes. I think they are a bit scary, but really interesting!

Kate: I read every day! I enjoy reading legends about Kings and Queens from history, they are very interesting. But, I love reading fictional stories about aliens in outer space and spaceships! They are so exciting!

Sally: I like reading non-fiction like the articles in the newspaper every day! However, my favourite stories are fiction. I like to read happy stories about magical people and creatures. Sometimes they are very funny!

6 • Progress Check

Exercise 9 (p. 113)

Nick: I do lots of activities during my free time. I like going out and during my holidays I go camping in the countryside. My favourite things to do, though is play football, basketball and tennis!

Sally: I like going out in my free time. I go into the city. There is a lot to do there, some people go to the art gallery or the museum, but I prefer going to the shops. I like buying clothes, CDs and DVDs.

Steve: I love learning about history. I spend my free time reading books all about the past. My favourite way to spend the weekend though, is to go to the local history museum. It's a great way to get out of the house and learn something new!

Pat: I go to tennis practice on Thursdays and sometimes meet my friends to play football in the park. I like playing different sports. My favourite part of each day, though, is when I get some free time to sit and relax with a book. Reading exciting and interesting stories is a lot of fun!

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
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14		
15		
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17		
18		
19		
20		
21		
22		
23		
24		
25		

Cumulative Evaluation

Student's Self Assessment Forms

CODE

*** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about countries and nationalities	
• read for specific information	
• listen for specific information	
• present yourself and your e-friend	
• role play a dialogue asking for & giving personal information	
• learn intonation in wh- questions	
• listen and read for gist	
• talk about landmarks	
• listen for specific information	
• present a country of the UK	
• present landmarks	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a profile about yourself and your e-friend	
• write a blog entry about a landmark	
• draw a map of Romania	
• prepare a poster of famous Romanian landmarks	

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.**

• read for gist	
• read for specific information	
• present Lara's family	
• listen for key information	
• describe yourself and one of your family members	
• role play a dialogue describing a family member	
• pronounce /S/, /s/	
• read for specific information	
• present a superhero	
• listen for detail	
• present a type of animal	
• present a family tree	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a blog post about your family	
• make a poster of your favourite cartoon characters	
• create a poster of various types of animals	
• create a family tree	
• draw your family tree	

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 furniture & appliances	
• listen and read for gist	
• read for specific information	
• compare houses	
• talk about public places near your house	
• role play a dialogue describing your home	
• pronounce /ɑ:/, /ɔ:/	
• read for specific information	
• present British homes	
• listen for specific information	
• present your dream house	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email about your house	
• prepare a poster about types of house in your country	
• write a short message about your house	
• draw a map to scale of your bedroom	
• create your dream house	

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 a daily routine	
• listen and read for gist	
• read for specific information	
• listen for specific information	
• talk about sb's daily routine	
• talk about free-time activities	
• role play a dialogue asking for/giving directions	
• pronounce /θ/, /ð/	
• read for key information	
• talk about Gareth Bale	
• listen for specific information	
• talk about school rules	
• present a sportsperson	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an e-message about a daily routine	
---	--

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.**

• express likes/dislikes relating to food & drinks	
• read for specific information	
• talk about celebrations	
• talk about food preparation & cooking tools	
• role play a dialogue giving instructions	
• learn intonation in stressed syllables	
• listen and read for gist	
• read for specific information	
• talk about street food	
• listen for specific information	
• read for key information	
• talk about healthy foods	
• present healthy/unhealthy eating habits	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an invitation	
• write a blog entry about street food in your country	
• create a poster of traditional dishes in your country	
• create a poster about healthy eating	
• prepare a quiz about food likes/dislikes	

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 seasonal activities	
• listen and read for gist	
• read for key information	
• talk about the weather	
• talk about festivals	
• describe people's clothes	
• act out a dialogue relating to shopping	
• learn intonation in exclamations	
• read for key information	
• present Narnia	
• talk about types of books	
• listen for key information	
• explain how to print a lot of photos from an email at once	
• present a calendar of annual celebrations in Romania	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an instant message about a festival	
• write a thank-you message	
• create a poster of photos from a holiday	
• create a calendar of annual celebrations	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
read for gist			
read for specific information			
present the British Royal Family			
listen for key information			
describe yourself and one of your family members			
role play a dialogue describing a family member			
pronounce /f/, /s/			
read for specific information			
present a superhero			
listen for detail			
present a type of animal			
present a family tree			
write a profile about yourself and your e-friend			
write a blog entry about a landmark			
draw a map of Romania			
prepare a poster of famous Romanian landmarks			

Progress Report Cards

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
read for gist			
read for specific information			
present Lara's family			
listen for key information			
describe yourself and one of your family members			
role play a dialogue describing a family member			
pronounce /j/, /s/			
read for specific information			
present a superhero			
listen for detail			
present a type of animal			
present a family tree			
write a blog post about your family			
make a poster of your favourite cartoon characters			
create a poster of various types of animals			
create a family tree			
draw your family tree			

Progress Report Cards

Progress Report Card			
..... (name) can:	Module 3		
	very well	OK	not very well
talk about furniture & appliances			
listen and read for gist			
read for specific information			
compare houses			
talk about public places near my house			
role play a dialogue describing my home			
pronounce /ɑ:/, /ɔ:/			
read for specific information			
present British homes			
listen for specific information			
present my dream house			
write an email about my house			
prepare a poster about types of houses in my country			
write a short message about my house			
draw a map to scale of my bedroom			
create my dream house			

Progress Report Cards

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about a daily routine			
listen and read for gist			
read for specific information			
listen for specific information			
talk about sb's daily routine			
talk about free-time activities			
role play a dialogue asking for/giving directions			
pronounce /θ/, /ð/			
read for key information			
talk about Gareth Bale			
listen for specific information			
talk about school rules			
present a sportsperson			
write an e-message about a daily routine			

Progress Report Cards

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
express likes/dislikes relating to food & drinks			
read for specific information			
talk about celebrations			
talk about food preparation & cooking tools			
role play a dialogue giving instructions			
learn intonation in stressed syllables			
listen and read for gist			
read for specific information			
talk about street food			
listen for specific information			
read for key information			
talk about healthy foods			
present healthy/unhealthy eating habits			
write an invitation			
write a blog entry about street food in my country			
create a poster of traditional dishes in my country			
create a poster about healthy eating			
prepare a quiz about food likes/dislikes			

Progress Report Cards

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about seasonal activities			
listen and read for gist			
read for key information			
talk about the weather			
talk about festivals			
describe people's clothes			
act out a dialogue relating to shopping			
learn intonation in exclamations			
read for key information			
present Narnia			
talk about types of books			
listen for key information			
explain how to print a lot of photos from an email at once			
present a calendar of annual celebrations in Romania write an instant message about a festival			
write a thank-you message			
create a poster of photos from a holiday			
create a calendar of annual celebrations			

Limba modernă 1 - Limba engleză

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