

Limba modernă 2- Limba engleză

Clasa a V-a

Jenny Dooley



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Teacher's Book

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Contents

Introduction to the Teacher	p.	4
Welcome back	p.	8
Module 1 School days	p.	12
Module 2 My world	p.	20
Module 3 My favourites!	p.	28
Module 4 Me & the others	p.	37
Module 5 Food	p.	45
Module 6 Out & About	p.	53
Festivities	p.	61
Evaluation Key	p.	64
Student's Book Audioscripts	p.	65
Evaluations	p.	67

Introduction

This task-based English course is based on the Common European Framework of Reference and is designed for learners studying English for Grade 5, L2.

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

The course consists of:

- The Student's Book which contains: a *Welcome back* unit as well as six *modules* of six lessons each. There is also a *Fun Time* section and a *Revision* section at the end of each module. There is also a cartoon story at the end of every two modules. At the back of the book there is a *Festivities* section and an *Evaluation* section.
- The Workbook which contains exercises for all modules as well as a *Vocabulary Bank* section and a *Grammar* section.

COURSE COMPONENTS

Student's Book

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

Workbook

The Workbook is in full colour. It contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language and grammar presented in the Student's Book through a variety of exercises, incorporating all four skills.

Teacher's Book

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

- the objectives of each module clearly and concisely
- step-by-step lesson plans and suggestions on how to present the material
- games

- a full key to the exercises in the Student's Book & Workbook.
- audioscripts of all listening material

Class Audio CDs

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

Digital Book

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

ELEMENTS OF A MODULE

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

Each module contains the sections described below.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and 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

Throughout each module there is a wide variety of reading texts such as emails, text messages, letters, articles, poems, etc, which 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. The Workbook contains a detailed explanation of each grammar point.

Listening

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

Speaking

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

Everyday English

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

Pronunciation

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

Fun Time

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

Study Skills

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

Writing

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

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

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

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

Across Cultures section

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

Revision

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

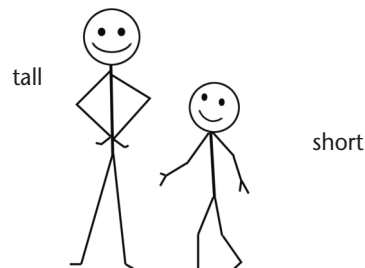
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

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

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

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



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

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

B – Writing

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

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

C – Assigning homework

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

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

Commonly assigned homework tasks include:

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

D – Correcting students' work

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

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing

students to correct it. Alternatively, indicate the error and ask other students to correct it.

- *Oral fluency.* In pairwork or free-speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

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

E – Class organisation

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

TYPES OF LEARNING STYLES

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

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

EVALUATION

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

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

Initial Evaluation

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

Formative Evaluation

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

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g. dialogues, songs, pairwork, etc.) and

write the marks obtained with the help of the following code, using colours if you wish.

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

Cumulative Evaluation

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

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

ABBREVIATIONS

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

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

Welcome back!

Lesson Objectives: To present and practise the alphabet; to ask about names and age; to learn cardinal numbers and colours; to practise greetings, to learn when to use a/an/the; to learn personal subject pronouns, to learn the verb *to be*; to learn classroom language

Vocabulary: Cardinal numbers (1-1,000), colours (blue, yellow, green, black, brown, pink, white, orange, red, grey, purple), classroom objects (notebook, book, eraser, pencil sharpener, ruler, pencil, schoolbag, atlas, pencil case)

(pp. 8-9)

1 **Aim** To present the alphabet

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

2 **Aim** To practise the alphabet

- Give Ss time to write the missing letters.
- Check Ss' answers.

Answer Key

1 C 2 N 3 Z 4 Q

3 **Aim** To practise spelling

- Read out the Language Awareness box.
- Explain the task and read out the example.
- Elicit the spelling for the remaining names from Ss around the class and then have them spell their own name.

Answer Key

P-H-I-L-I-P C-R-I-S-T-I-N-A

(Ss' own answers)

4 **Aim** To learn the language of asking about names and practise asking names

- Choose two Ss to read the example dialogue.
- 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.

Answer Key

2 A: What's your first name?

B: Harry.

A: And your surname?

B: Jones.

A: Can you spell it, please?

B: J-O-N-E-S.

3 A: What's your first name?

B: George.

A: And your surname?

B: Andlers.

A: Can you spell it, please?

B: A-N-D-L-E-R-S.

4 A: What's your first name?

B: Antony.

A: And your surname?

B: Marques.

A: Can you spell it, please?

B: M-A-R-Q-U-E-S.

5 A: What's your first name?

B: Andrea.

A: And your surname?

B: Brown.

A: Can you spell it, please?

B: B-R-O-W-N.

6 A: What's your first name?

B: Denisa.

A: And your surname?

B: Cazacu.

A: Can you spell it, please?

B: C-A-Z-A-C-U.

(pp. 10-11)

5 **Aim** To present & practise numbers (1-20)

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- As an extension, ask Ss to count from 1-20 and then ask Ss to say the numbers in their L1.

(Ss' own answers)

6 **Aim** To practise counting

- Draw Ss' attention to the picture and explain that in many countries, the number of candles on a birthday cake shows how old a person is.

Welcome back!

- Ask Ss to count the candles on the cake and say how old Sophie is.

Answer Key

Sophie is 8 years old.

7 **Aim** To present numbers (21-1,000)

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

8 **Aim** To practise counting

Ss count from 1 to 100 around the class in a chain, with a different S saying each number.

9 **Aim** To practise asking about age

- Read out the Language Awareness box.
- Choose two Ss to read the example aloud.
- Allow Ss time to complete the task in closed pairs.
- Ask some pairs to act out their exchanges.

Answer Key

A: What's your name?

B: My name's Lenny.

A: How old are you?

B: I'm five years old.

A: What's your name?

B: My name's Marco.

A: How old are you?

B: I'm twenty years old.

A: What's your name?

B: My name's Sally.

A: How old are you?

B: I'm sixteen years old.

(pp. 12-13)

10 **Aim** To learn to use *a/an*; to learn the vocabulary for school objects

- Read out the grammar rules.
- Ask Ss to give other examples of their own.
- Read the school objects aloud and ask Ss to repeat chorally or individually.
- Allow some time for Ss to complete the exercise in their notebooks.
- Check Ss' answers.

Answer Key

1 an atlas

6 a notebook

2 an eraser

7 a pencil

3 a book

8 a pencil case

4 a pencil sharpener

9 a schoolbag

5 a ruler

11 **Aim** To practise *a/an*

- Choose two Ss to read out the example, then Ss complete the task in closed pairs.
- Monitor the activity around the class and ask some pairs to act out their exchanges for the rest of the class.

Answer Key

A: What's this in English?

B: It's a notebook.

A: What's this in English?

B: It's an eraser. etc

12 a) **Aim** To present the colours

- Play the recording with pauses for Ss to repeat chorally or individually.
- Check their pronunciation and intonation.
- As an extension, ask Ss to say the colours in their L1 and then point to different objects in the class and elicit their colours.

T: (points to a chair) What colour is the chair?

S1: Green.

b) **Aim** To practise the colours and *a/an – the*

Read the example aloud and then elicit similar sentences for the rest of the school objects in Ex. 10 from various Ss around the class.

Answer Key

This is a book. The book is red.

This is an eraser. The eraser is green.

This is a pencil sharpener. The pencil sharpener is blue.

This is a ruler. The ruler is green.

This is a pencil. The pencil is yellow.

This is a pencil case. The pencil case is green.

This is an atlas. The atlas is blue.

This is a schoolbag. The schoolbag is yellow.

Welcome back!

(pp. 14-15)

13 **Aim** To present greetings

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- As an extension, explain each situation or time of day and elicit the equivalent greetings in Ss' L1.

(Ss' own answers)

Alternative activity for weaker students

On the board, write different times of the day and ask Ss to tell you which greeting to use at the different times.

T: At 10:30 am what do we say?

S1: Good morning.

T: At 4:00 pm what do we say?

S2: Good afternoon.

T: At 7:00 pm what do we say?

S3: Good evening.

T: When you go to bed what do you say?

S4: Good night.

14 a) **Aim** To see new vocabulary in context

- Direct Ss' attention to picture A and ask two Ss to read the dialogue aloud.
- Ask Ss to look at picture B and ask two different Ss to read the second dialogue aloud.
- Elicit the relationship between the speakers in each dialogue. (They are friends.)

b) **Aim** To practise how to greet people through role play

- Ask Ss to imagine they see a friend at the park.
- In pairs, Ss act out their dialogues. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board, too. Ss can copy the diagram into their notebooks and use it as a reference while doing the task.

Student A	Student B
Good morning B. (Greet B.)	→ Hello A. (Greet A.)
How are ... ? (Ask how he/she is.)	← I'm fine, And you? (Reply. Ask about A.)
Not bad. See you later. (Reply. Closing remarks.)	← OK! Goodbye. (Closing remarks. Say goodbye to A.)
Student A	Student B
Goodbye B. (Say goodbye to B.)	→ Goodbye A. See you (Say goodbye to A. Closing remarks.)
See you! (Closing remarks.)	←

- Walk around and monitor the activity.
- Invite some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Good morning, Ann.

B: Hello, Pete.

A: How are you?

B: I'm fine, thanks. And you?

A: Not bad. See you later.

B: OK! Goodbye.

A: Goodbye, Tony!

B: Goodbye, Liz. See you later.

A: See you!

(pp. 16-17)

15 **Aim** To present and practise personal subject pronouns

- Ask Ss to read the table.
- Ask Ss to look at the pictures. Read out the example and then ask Ss to write the correct answers for the remaining pictures in their notebooks.
- Check Ss' answers around the class.

Answer Key

2 she 4 she 6 he
3 it 5 it 7 it

Welcome back!

16 **Aim** To present and practise the verb *to be* (affirmative)

- 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 are Bogdan. You're Bogdan*. Then write it on the board.
- Point to a male S in the class and say: *He is Andrei. He's Andrei*. Then write it on the board.
- Point to a female S in the class and say: *She is Cristina. 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.
- Give Ss time to complete the task and check Ss' answers.

Answer Key

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

17 **Aim** To practise the verb *to be* (affirmative short form)

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

Answer Key

2 He's nine. 6 It's an eraser.
3 I'm Amy. 7 You're Rosa.
4 You're sixteen. 8 I'm fourteen.
5 She's Jennifer.

(pp. 18-19)

18 **Aim** To present classroom language (teacher)

- Draw Ss' attention to the pictures 1-8. Explain that each item is an instruction a teacher would say in the classroom.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

19 **Aim** To practise classroom language

- Ss work in pairs and take turns giving each other instructions and carrying them out.
- Monitor the activity around the class and then ask some pairs to act out the task in front of the class.

20 **Aim** To present classroom language (student)

- Draw Ss' attention to the pictures. Explain that each item is something a student would say in the classroom.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

21 **Aim** To consolidate new vocabulary through mime

- Ask Ss to take turns miming the sentences in pairs while their partner guesses which one it is.
- Monitor the activity around the class and then ask some pairs to act out the task in front of the class.

School days

Topic

In this module Ss will explore the topic of school.

Module page

20-21

Lesson objectives: To get an overview of the module

Vocabulary: School subjects (*English, Geography, Music, History, Information & Communication Technology [ICT], Maths, Science, Art, Physical Education [PE], Design & Technology [D&T]*)

1a Reading

22-23

Lesson objectives: To listen and read for specific information, to give personal details, to write a short paragraph about yourself

Vocabulary: Countries & Nationalities (*the UK, the USA, Romania, South Africa, France, New Zealand, Italy, Portugal, Greece, Australia, Canada, Spain, Romanian, British, American, Italian, Canadian, South African, Portuguese, French, Australian, Greek, Spanish, New Zealander*); Nouns (*friend, classmate*); Phrases (*favourite subject, school trip*)

1b Grammar

24-25

Lesson objectives: To learn the verb *to be* (affirmative), to learn personal subject pronouns, to write about yourself

1c Skills

26-27

Lesson objectives: To listen and read for gist, to read for specific information, to listen for specific information, to write an SMS about yourself

Vocabulary: Sports (*athletics, badminton, gymnastics, football, tennis, swimming, basketball, hockey*); Nouns (*student, singer*); Adjective (*great*); Adverb (*soon*)

1d Grammar

28-29

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

1e Everyday English

30

Lesson objectives: To listen and read for gist, to act out dialogues practising greetings

1f Across Cultures

31

Lesson objectives: To listen and read for specific information, to make a chart about the education system in your country, to pronounce /eɪ/ /æ/

Vocabulary: US education system (*elementary school, junior high school, high school, college/university*)

Fun Time 1

32

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

Revision

33

Module 1

Answer Key

the UK – British

the USA – American

Romania – Romanian

South Africa – South African

France – French

New Zealand – New Zealander

Italy – Italian

Portugal – Portuguese

Greece – Greek

Australia – Australian

Canada – Canadian

Spain – Spanish

- Play the recording. Ss listen and check.
- Play the video for Ss and elicit their comments.

Game!

Ss play in teams. A S from Team A says a country. A S from Team B says the corresponding nationality. Swap roles and continue with the game. Each correct answer gets a point. The team with the most points is the winner.

Team AS1: Spain

Team BS1: Spanish

T: Correct! Team B gets 1 point, etc.

4 To ask for and give personal information

- Ask two Ss to read the example aloud.
- Ss choose roles and complete the task in closed pairs.
- Ask some pairs to act out the dialogues in front of the class.

Suggested Answer Key

A: Hello! What's your name?

B: Andrei.

A: How old are you?

B: I'm 14.

A: Where are you from?

B: I'm from Romania.

A: You're Romanian, then.

B: Yes, I'm from Bucharest.

A: Hello! What's your name?

B: Simona.

A: How old are you?

B: I'm 13.

A: Where are you from?

B: I'm from Romania.

A: You're Romanian, then.

B: Yes, I'm from Bucharest.

A: Hello! What's your name?

B: Helen.

A: How old are you?

B: I'm 15.

A: Where are you from?

B: I'm from Canada.

A: You're Canadian, then.

B: Yes, I'm from Toronto.

A: Hello! What's your name?

B: Mario.

A: How old are you?

B: I'm 12.

A: Where are you from?

B: I'm from Italy.

A: You're Italian, then.

B: Yes, I'm from Rome.

- Play the video for Ss and elicit their comments.

5 To consolidate the vocabulary of the unit

- Demonstrate the task presenting yourself. (Hi! My name's Laura and I'm 30 years old. I'm from London, England. I'm British.)
- Give Ss some time to complete the task and remind them to add a photo.
- Check Ss' answers.

Suggested Answer Key

Hi! My name's Vasile and I'm twelve years old. I'm from Romania. I'm Romanian.

6 To create a class poster

- Ask Ss to work together to create a class poster using their answers to Ex. 5 and assign a short personal message next to their photo.
- Display the poster in the classroom.

(Ss' own answers)

1b • Grammar

1 To present the verb to be (affirmative)

Ask Ss to read the table around the class in a chain, with a different S saying each sentence.

2 **Aim** To practise the present simple affirmative of the verb *to be* (short form)

- Explain the task and read out the example.
- Then Ss complete the task.
- Check Ss' answers.

Answer Key

2 's	6 'm	10 's
3 're	7 're	11 'm
4 's	8 're	12 're
5 're	9 's	

3 **Aim** To practise the present simple affirmative of the verb *to be* (long form)

Give Ss some time to make their sentences, then ask Ss around the class to say a sentence. Make sure all possibilities are given.

Suggested Answer Key

Juan and Rosa are friends.

Juan and Rosa are twins.

Juan and Rosa are from London.

Juan and Rosa are 12 years old.

We are friends.

We are from China.

We are twins.

We are from London.

We are 12 years old.

I am from China.

I am from London.

I am 12 years old.

Steve is from China.

Steve is from London.

Steve is 12 years old.

Betty is from China.

Betty is from London.

Betty is 12 years old.

4 **Aim** To practise the present simple affirmative of the verb *to be*.

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

Answer Key

2 <i>It is my notebook.</i>	5 <i>She is 10 years old.</i>
3 <i>He is from Romania.</i>	6 <i>We are in the classroom.</i>
4 <i>They are Chinese.</i>	

5 **Aim** To present personal subject pronouns

Ask Ss to read the table.

6 **Aim** To identify personal subject pronouns

- Ask Ss to read the text, find all the personal subject pronouns and write them in their notebooks.
- Check Ss' answers.

Answer Key

I, she, we

7 **Aim** To practise personal subject pronouns

- Ask Ss to look at the pictures. Read out the example and then ask Ss to write the correct answers for the remaining pictures in their notebooks.
- Check Ss' answers around the class.

Answer Key

2 *they* 3 *she* 4 *it* 5 *it* 6 *they*

8 **Aim** To practise personal subject pronouns

- Ask Ss to look at the sentences. Read out the example and then ask Ss to write the correct answers for the remaining sentences in their notebooks.
- Check Ss' answers around the class.

Answer Key

2 <i>They</i>	4 <i>We</i>	6 <i>It</i>
3 <i>they</i>	5 <i>He</i>	7 <i>She</i>

9 **Aim** To write about yourself; to consolidate grammar from the unit

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

Suggested Answer Key

- 1 *My name is Mihaela Popescu.*
- 2 *I'm Romanian.*
- 3 *My favourite subject is History.*
- 4 *I'm good at sports.*

1c • **Vocabulary & Reading Skills**

1 **Aim** To present sports

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Elicit Ss' favourite sports.

(Ss' own answers)

Module 1

- Read out the UK Culture box.
- Play the video for Ss and elicit their comments.

Game!

Choose a leader. He/She mimes a sport. Ss, in teams, guess which sport it is. Each correct guess gets one point. The team with the most points is the winner.

2 a) To listen and read for gist

- Ask Ss to look at the email. Invite them to say what they think the text is about.
- Play the recording. Ss listen, read and check their answers.
- Elicit/Explain the meaning of any unknown words in the Check these words box.

Answer Key

The email is about Peter Green, a student at Blackhill School.

- Play the video for Ss and elicit their comments.

b) To read for specific information

- Allow time for Ss to read the text again.
- Read each sentence aloud and elicit the answer from Ss around the class. Ask Ss to find the part in the text that contains the answer.

Answer Key

1 T 2 F 3 F 4 T

1c • Listening, Speaking & Writing Skills

c) To present Peter; to consolidate information read in a text

- Ss do the task.
- Allow Ss some time to go through the text again, then close their books and tell the class.

Suggested Answer Key

Peter Green is from Scotland. He's twelve years old. He's a student at Blackhill School. His favourite school subjects are English and Maths. His favourite sport is basketball.

3 To practise capital letters

- Read the Study Skills box aloud, then ask Ss to rewrite the sentences with the correct use of capital letters.
- Check Ss' answers.

Answer Key

- 1 This is Maria Smith.
- 2 Paolo is Italian.
- 3 Miguel is from Portugal.
- 4 My favourite singer is Shakira.

4 a) To listen for specific information

- Read the task. Explain/Elicit the meaning of any unknown words, e.g. surname = family name
- Elicit what information is missing from each gap.
- Play the recording. Ss listen and complete the gaps. Check Ss' answers on the board.

Answer Key

- 1 (name) Brown 4 (name) Art
- 2 (name) the UK 5 (name) swimming
- 3 (number) 13

b) To consolidate information in a listening task

- Explain the task and ask Ss to complete the task in pairs.
- Monitor the activity around the class and then ask some Ss to tell the class.

Answer Key

She is Susan Brown. She's from the UK. She's 13 years old. Her favourite subject is Art. Her favourite sport is swimming.

5 To write an SMS about yourself

- Give Ss time to write an SMS following the directions and using the Plan to help them.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi! My name's Grigore and I'm from Romania. I'm fourteen years old. My favourite school subject is Maths. My favourite sport is skiing. What about you?
Please write soon.
Grigore

1d • Grammar

1 **Aim** To present the verb *to be* in the negative

- Ss close their books. Write on the board: *I am not Spanish and I'm not French.* Underline the words *I am not/I'm not.* Elicit how the negative of the verb *to be* is formed (by adding *not* after *am, is, are*).
- Present the full and contracted forms of the present simple negative of the verb *to be*.
- Point to a S. Say: *You're not Spanish.* Then write it on the board.
- Point to a male S in the class and say: *He's not French.* Then write it on the board.
- Point to a female S in the class and say: *She's not British.* Then write it on the board. Continue with the rest.
- Ss open their books and read the box.

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

- Explain the task and read out the example.
- Then Ss complete the task.
- Check Ss' answers.

Answer Key

- 2 aren't 4 isn't 6 aren't
3 isn't 5 are not

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

- Explain the task and read out the example.
- Then Ss complete the task.
- Check Ss' answers.

Answer Key

- 2 *John is/s thirteen. He is not/isn't fifteen.*
3 *They are/re from France. They are not/aren't from Spain.*
4 *My favourite sports are tennis and hockey. They are not/aren't basketball and athletics.*
5 *My favourite subject is Maths. It is not/isn't Science.*
6 *Tina is/s Australian. She is not/isn't Greek.*
7 *Sergio is/s from Portugal. He is not/isn't from the USA.*
8 *We are 12. We are not/aren't 11.*

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

- Ss close their books. 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 *to be* 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 *to be* in the negative.
- Ss open their books and read the box.

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

- Explain the task and read out the example.
- Then Ss complete the task.
- Check Ss' answers.

Answer Key

- 2 *Are, I'm not* 5 *Is, he isn't*
3 *Is, she is* 6 *Are, they are*
4 *Are, we aren't*

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

- Explain the task and read out the example.
- Then Ss complete the task.
- Check Ss' answers.

Answer Key

- 2 *a* 3 *d* 4 *b* 5 *e*

7 **Aim** To practise asking questions and giving short answers

- Draw Ss' attention to the photos and the names and ages of the people in them.
- Ask two Ss to read the example.
- In open pairs, Ss ask and answer using the prompts given.

Answer Key

- 2 *Is Mario from Italy or Spain? He is/s from Italy.*
3 *Are John and Bob British or American? They are/re American.*
4 *Are John and Bob 16 or 40 years old? They are/re 40 years old.*
5 *Is Molly 10 or 12 years old? She is/s 10.*
6 *Is Molly from Canada or the UK? She is/s from the UK.*

Module 1

1e • Everyday English

- 1 a) **Aim** To present vocabulary for greetings and introductions; Matching dialogues to people; to listen and read for gist
- Ask Ss to look at the picture. Elicit that it shows Ss in a school yard.
 - Play the recording. Ss listen and match each dialogue to the appropriate group of people.
 - Check Ss' answers.

Answer Key

A 1 B 3 C 2

- b) **Aim** Matching dialogues to headings; to read for gist

Ask Ss to read the dialogues and elicit which heading matches which dialogue.

Answer Key

A – Greet & introduce yourself

B – Greet & introduce others

C – Say goodbye

- 2 **Aim** To role play dialogues practising greetings

- Divide the class into pairs or small groups. Ss complete the task.
- Ask some pairs/groups to act out the dialogues in front of the class.
- Play the video for Ss and elicit their comments.

1f • Across Cultures

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

- Elicit guesses to the questions in the rubric.
- Play the recording. Ss listen and follow the chart in their books.
- Elicit answers to the questions in the rubric.
- Explain that if American students start school at 5 years old and finish at 18 years old then there must be 13 grades of school.

Answer Key

American children start school at age five. There are 13 grades altogether.

- Play the video for Ss and elicit their comments.

- 2 **Aim** To check comprehension of information in a chart

- Explain the task. Read the example aloud and have Ss complete the task in closed pairs, then check Ss' answers around the class.
- Point out that we say **in** elementary/junior high/high school but **at** university.

Answer Key

Bob is in high school.

Adina is in junior high school.

Tony is in elementary school.

- 3 **Aim** To make a chart

- Ask Ss to work in small groups and make a chart for the education system in their country similar to the one in Ex. 1.
- Then elicit similarities between the two.

Suggested Answer Key

Primary School 6-11 years old

Gymnasium 11-15 years old

High School 15-17 years old (18-19 years old optional)

College/University 18+ years old

The education system in my country is quite similar to the system in the United States.

- 4 **Aim** To present and practise \eɪ\, \æ\

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Elicit other words with the same sounds from various Ss around the class.

Suggested Answer Key

\eɪ\: surname, education, States

\æ\: athletics, Spanish, at

1 • Fun Time

- 1 **Aim** To test vocabulary learnt in this module

- Explain the game and read aloud the items Ss have to name.
- Set a 5-minute time limit and play the game as a class either in teams or pairs.
- At the end of the time, ask Ss to swap their papers with another team/pair. Give one point for each correct answer and find the winners. As an extension, ask some Ss to spell the words on the board.

Module 1

Suggested Answer Key

- Jane, Claire, Lyn
- Peter, Bob, Tony
- Hi, Hello, Good morning
- English, Maths, Art, History, ICT
- The UK, the USA, Spain, France, Russia
- football, basketball, badminton, swimming, tennis
- pencil, book, eraser, notebook, sharpener
- London, Paris, Rome, Madrid, Tokyo

2 To test knowledge learnt in this module

- Explain the task. Allow Ss some time to read the questions and complete the gaps.
- Alternatively, you may allow Ss to review the module and find the relevant information to fill each gap. Check Ss' answers.

Answer Key

- 1 junior high school 4 sport
2 Canada 5 subject
3 red

3 To write a quiz

- Explain the task and allow Ss time to look through Module 1 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in Ex. 2 as a model. Offer an example (e.g. The UK flag is red, white and ...).
- Ss swap their quizzes with another pair, do it and then report back to the class.

Suggested Answer Key

- 1 In the USA, children go to ... from 5 to 12.
(elementary school)
2 Peter is from the UK. He's (British)
3 The Canadian flag is red and (white)
4 Gymnastics is a (sport)
5 Design & Technology is a ... subject. (school)

4 To listen and read for specific information

- Explain the task and play the recording.
- Ss listen and follow the song in their books. Ask Ss to identify which items in the pictures are mentioned (ruler, notebook, schoolbag). Check Ss' answers.
- Play the recording again for Ss to sing along.

Answer Key

ruler, notebook, schoolbag

- Play the video for Ss and elicit their comments.

Game!

Play in teams. Say a word from the module. The other team writes the word on the board and spells it. Each correct answer gets a point. The team with the most points is the winner.

T: Say words related to school objects.

Team AS1: notebook

Team BS1: N-O-T-E-B-double O-K. etc

Extra Activity

Ask Ss to spell each of the words in the pictures in Ex. 4. e.g., eraser E-R-A-S-E-R

1 • Revision

1 Answer Key

- 1 French 3 Italian 5 Spanish
2 Canadian 4 Greek

2 Answer Key

- 1 old 3 good 5 twins
2 student 4 sport

3 Answer Key

- 1 Is ... she is 4 Are ... they aren't
2 Is ... he isn't 5 Are ... they are
3 Are ... they are

4 Answer Key

- 1 He 2 We 3 She 4 He 5 They

5 Answer Key

- 1 What 2 Who 3 How old 4 Where

6 Answer Key

- 1 a 2 a 3 b 4 a

Check your progress

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

My world

Topic

In this module, Ss will explore the topic of houses.

Module page

34-35

Lesson objectives: To get an overview of the module

Vocabulary: Rooms, Furniture & Other (*bedroom, kitchen, living room, hall, bathroom, ceiling, vase, pillows, bed, wall, fireplace, floor, window, sofa, cupboards, cooker, towels, toilet, mirror, washbasin, stairs, door*)

2a Reading

36-37

Lesson objectives: To listen and read for gist, to read for specific information, to describe rooms, to draw and write about your ideal bedroom

Vocabulary: Furniture, Appliances & Other (*poster, lamp, wardrobe, pillows, bookcase, desk, toilet, towel, bath, mirror, sink, cooker, chair, table, fridge, plant, painting, armchair, carpet, sofa, curtains, cushions, stairs*); Nouns (*building, fan, metal, wood, summer, winter, garden, shape*); Adjectives (*unusual, four-storey, cool, warm, special, crazy*); Adverbs (*outside, inside*); Phrases (*dream home, great view*)

2b Grammar

38-39

Lesson objectives: To learn plurals, to pronounce /s/, /z/, /ɪz/, to learn *there is/there are*

2c Skills

40-41

Lesson objectives: To listen and read for key information, to read for specific information, to listen for key information, to learn the shapes, to describe your house, to write an SMS about your house

Vocabulary: Nouns (*row, Prime Minister, office, countryside, straw, brick*); Adjectives (*famous, huge, cosy, well-known, old-fashioned, pretty*); Adverb (*top*)

2d Grammar

42-43

Lesson objectives: To learn prepositions of place, to describe location, to write a description of your room

2e Everyday English

44

Lesson objectives: To listen and read for gist, to read for specific information, to act out a dialogue talking about your room & your things

2f Across Cultures

45

Lesson objectives: to listen and read for specific information, to answer comprehension questions, to create a poster about landmarks in your country

Vocabulary: Nouns (*vehicle, dome*); Verbs (*to cross, to attend*); Adjectives (*huge*)

Fun Time 2

46

Lesson objectives: To complete a wordsearch, to do a quiz, to write a quiz, to read for cohesion and coherence

Revision

47

Monstertrackers! 1

48-49

Module 2

What's in this module?

Read the title of the module *My world* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

- *a building like a football* (p. 36) *Where do you think this is? What type of building do you think it is? Are there any such unusual buildings in your country?*
- *shapes* (p. 41) *What shapes can you see? Do you know the names of any more shapes in English?*
- *landmarks* (p. 45) *Do you know where these landmarks are? What is the most famous landmark in your country? Can you think of any other famous landmarks around the world?*

1 a) To present vocabulary for rooms

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

b) To match rooms to pictures

Draw Ss' attention to the pictures and elicit which room is which.

Answer Key

bedroom A hall E
kitchen C bathroom D
living room B

2 a) To present vocabulary for furniture and other things in a house

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

b) To categorise vocabulary

Explain the task and read out the headings, translating them if necessary. Then Ss write the words under the headings and check their answers with a partner.

Answer Key

rooms: bedroom, living room, kitchen, bathroom, hall

furniture: bed, sofa

other: ceiling, pillows, vase, wall, fireplace, floor, window, cupboards, cooker, towels, toilet, washbasin, mirror, stairs, door

3 To practise new vocabulary

- Read the example sentences aloud and then give Ss time to make sentences of their own.
- Ask various Ss around the class to read their sentences aloud and check Ss' answers.

Suggested Answer Key

There is a bed in the bedroom.

There is a fireplace in the living room.

There is a sofa in the living room.

There is a cooker in the kitchen.

There is a mirror and a toilet in the bathroom. etc

- Play the video for Ss and elicit their comments.

2a • Reading

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

- Direct Ss' attention to the picture and elicit what it shows. Ask Ss to say what they think the building looks like.
- Play the recording. Ss listen and follow the text in their books and find out.
- Elicit/Explain the meanings of the words in the Check these words box.

Answer Key

The building looks like a football.

2 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 F 2 T 3 F 4 F 5 F 6 F

3 To check comprehension of a text

- Allow Ss two minutes to go through the text. Ss close their books and try to remember two things from the text and tell their partner.
- Ask some pairs to report back to the class. Ss open their books and check.

Module 2

Suggested Answer Key

Jan Sonkie's house is in Malawi, Africa. It is in the shape of a football.

- Play the video for Ss and elicit their comments.

UK Culture!

Read out the box and elicit answers to the question from Ss around the class.

(Ss' own answers)

4 To present vocabulary for furniture, appliances and other things in a house

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

5 To categorise vocabulary

- Read the Study Skills box aloud to explain the function of the task.
- Write the headings on the board. Ss look at the picture for a minute, then close their books. Ss copy the headings into their notebooks and try to list as many words as they can remember under each heading. Ss in pairs check their answers.
- As an extension, Ss add more words under each heading.
- Check Ss' answers on the board.

Answer Key

Bedroom: pillows, wardrobe, poster, desk, bookcase, lamp

Living room: painting, carpet, armchair, curtains, sofa, plant, cushions

Bathroom: mirror, bath, towel, toilet

Kitchen: sink, cooker, fridge, chair, table

Suggested Answer Key

Bedroom: bedside cabinet, chair

Living room: coffee table, lamp

Bathroom: washbasin, shower

Kitchen: cupboards, dishwasher

6 To activate and consolidate vocabulary

- Explain the task and read the example aloud.
- Ss work in pairs and talk about what there is in each room.
- Monitor the activity around the class and ask various Ss to say what there is in each room.

Suggested Answer Key

A: What is there in the bedroom?

B: There's a poster, a bed, pillows, a desk, a wardrobe and a bookcase.

A: What is there in the bathroom?

B: There's a washbasin, a toilet, a bath and a mirror.

A: What is there in the living room?

B: There is a painting, a sofa, an armchair, curtains, cushions and a carpet.

A: What is there in the kitchen?

B: There's a cooker, a fridge, a sink, a table and a chair.

7 To draw and write about your ideal bedroom

- Explain the task and allow Ss some time to draw their ideal bedroom and write about it. Ss then compare with their partner and note the similarities and differences.
- Ask various pairs around the class to present their ideal bedroom to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

My ideal bedroom has got a big bed with lots of pillows and a wardrobe. There's a desk in my bedroom and posters on the wall. My bedroom is cool!

Game!

- A. Play in teams. One team says a letter from the English alphabet. The other team says a word which starts with this letter and is related to houses / rooms / furniture / appliances. If the team can't think of a word within 5" they miss their turn. Any correct answer gets 1 point. The team with the most points wins.
- Team AS1: P
Team BS1: pillow
- B. Play in pairs. Say a sentence about a room you are in. Your partner says the name of the room.
- A: There's a wardrobe in it. Which room am I in?
B: Bedroom.

2b • Grammar

1 To present plurals

- Explain that when we talk about more than one thing, we usually add -s to the noun. e.g., desk – desks

- Read the examples in the table aloud and focus Ss' attention on the different plural endings.
- Ss close their books. Drill Ss. Read nouns in the singular aloud. Ss say the relevant plural form. Then Ss open their books.

2 **Aim** To practise plurals

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

Answer Key

2 scarves	7 flags	12 foxes
3 days	8 schools	13 babies
4 books	9 floors	14 names
5 boys	10 matches	15 balls
6 students	11 knives	16 glasses

3 **Aim** To pronounce /s/, /z/, /ɪz/

Play the recording with pauses for Ss to listen and repeat chorally or individually.

4 **Aim** To present *there is/there are*

- Explain that we use *there is* to talk about the existence of sth in the singular and *there are* in the plural.
- Read the examples in the table aloud.

Game!

Have Ss play the game in teams according to the instructions.

Suggested Answer Key

T: box
 Team AS1: boxes
 T: Correct! Team A gets a point. bus
 Team BS1: buses, etc

5 **Aim** To practise *there is/there are* through personalisation

- Explain the task and read the example aloud.
- Ss complete the task.
- Check Ss' answers.

Suggested Answer Key

2 <i>there is</i>	5 <i>there are</i>
3 <i>there aren't</i>	6 <i>there is</i>
4 <i>there isn't</i>	7 <i>there aren't</i>

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

- Explain the task and read the example aloud.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- 2 *Are there, No, there aren't.*
 3 *Are there, Yes, there are.*
 4 *Is there, Yes, there is.*
 5 *Are there, Yes, there are.*
 6 *Is there, No, there isn't.*

Game! **Aim** To practise *there is/there are*

- Explain the task and read the example aloud.
- Ss complete the task in teams.
- Monitor the activity around the class.

Suggested Answer Key

There are curtains in the living room.
There's a carpet in the living room.
There aren't armchairs in the living room.
There's a sofa in the living room.
There aren't pillows in the living room.
There isn't a painting in the living room.
There aren't books in the living room.
There isn't a wardrobe in the living room.
There are windows in the living room.
There's a fireplace in the living room.
There's a table in the living room.
There's a lamp in the living room.
There isn't a bookcase in the living room.
There's a TV in the living room.

2c • Reading & Speaking Skills

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

- Ask Ss to look at the pictures. Elicit what types of houses Ss think they are.
- Play the recording. Ss listen and read to find out.

Suggested Answer Key

The house in the first picture is terraced, the house in the second picture is a villa and the house in the third picture is a cottage.

2 **Aim** To read for specific information

- Give Ss time to read the texts again and then read the sentences and mark them according to what they read.

Module 2

- Check Ss' answers and then give Ss time to look up the meanings of the words in the Check these words box.

Answer Key

1 F 2 T 3 T 4 F 5 F

- Play the videos for Ss and elicit their comments.

3 To express an opinion

- Give Ss time to consider their answers and then tell their partner.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

I would like to live in the villa because it's very big and I'd like to see the room that's in the shape of an octagon.

2c • Vocabulary, Listening, Speaking & Writing Skills

4 a) To present shapes

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

b) To identify shapes in a building

Ask Ss to look at the picture of the Monticello (villa) on p. 40 and elicit what shapes Ss can see in the architecture.

Suggested Answer Key

I can see rectangles (the windows), a triangle (on top of the columns), an octagon (the room on top) and circles (the windows of the octagon room).

5 To listen for key information

- Ask Ss to look at the pictures of the houses.
- Play the recording. Ss listen and choose the picture which matches the description.
- Check Ss' answers.

Answer Key: B

6 To describe your house

- Ask Ss to work in pairs and describe their house to their partner.
- Monitor the activity around the class and then ask various Ss to describe their house to the class.

Suggested Answer Key

Our house is a cottage. There is one floor. My bedroom is at the back. All the windows are square. The front door is green. We have a garden, which is nice, as I like flowers and plants. There are also trees outside our house.

7 To write an SMS

Ask various Ss around the class to say where their house is including their address and the general location.

Suggested Answer Key

My house is in the centre of Bucharest, at 18 Constantin Mille Street.

2d • Grammar

1 To present prepositions of place

- Ss close their books. Present prepositions of place using your book. Put your book on the desk, then ask and answer: *Where's my book? It's on the desk.* Put your book in your bag, then ask and answer: *Where's my book? It's in my bag,* etc. Present the rest of the prepositions of place in the same way. Then put your book in various places around the classroom and ask Ss to tell you its location.
- Ss open their books. Refer Ss to the drawings and the example and explain the task. Elicit answers from Ss around the class.

Answer Key

The ball is on the right of the box.

The ball is in the box.

The ball is on the box.

The ball is near the box.

The ball is behind the box.

The ball is in front of the box.

The ball is between the boxes.

2 a) To practise prepositions of place

- Explain the task and read out the example.
- Give Ss some time to complete the text.
- Check Ss' answers by asking various Ss to read out the completed text.

Answer Key

2 *in front of/near*

5 *behind/near*

3 *in*

6 *on*

4 *behind/near*

Module 2

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

- Play the recording again. Ss listen and follow the dialogue in their books and mark the statements.
- Check Ss' answers.

Answer Key

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

- Play the video for Ss and elicit their comments.

3 **Aim** To act out a dialogue

- Play the recording for Ex. 3 again. Divide the class into groups of three and ask them to take roles and read the dialogue aloud.
- Monitor the activity around the class and ask some groups to read the dialogue aloud in front of the class.
- Pay attention to Ss' intonation.

UK Culture!

Read out the box and elicit answers to the question from Ss around the class.

(Ss' own answers)

2f • Across Cultures

1 **Aim** To stimulate interest in the topic and listen and read for specific information

- Refer Ss to the pictures and ask Ss to tell you what they know about these landmarks. Elicit answers and ask Ss to tell you what information they would like to know about them and write it on the board (e.g., Where are they located? What are they made of? When were they built?)
- Play the recording. Ss listen and follow the texts in their books and find the answers to their questions.
- Elicit/Explain the meaning of the words in the Check these words box.

Suggested Answer Key

- 1 Where is the Golden Gate Bridge? (In San Francisco, USA.)
- 2 What can you do in the O2? (Attend pop and rock concerts.)
Yes, I can answer my questions.

2 **Aim** To read for specific information

- Ss read the questions and then read the texts again and answer them.
- Check Ss' answers.

Answer Key

- 1 It is 2,737 m long. 3 It is in London, England.
- 2 It is orange. 4 It is 365 metres.

- Play the videos for Ss and elicit their comments.

3 **ICT Aim** To create a poster of landmarks in your country

- Ask Ss to work in small groups and give them time to research online and collect information about landmarks in their country and prepare a poster.
- Ask the groups to present the landmarks to the class.

Suggested Answer Key

Landmarks in Romania

This is Bran Castle. It is in the countryside in the middle of Romania. It is over 600 years old. It is now a museum and it is very popular with tourists. Its other name is 'Dracula's Castle'.



The Palace of the Parliament is over thirty years old. It's huge. It has got 1,100 rooms! It is the place where the Romanian government is.



2 • Fun Time

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

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

Suggested Answer Key

wardrobe	lamp	arm(chair)	bookcase
cooker	sofa	washbasin	desk
fridge	sink	curtain(s)	pillow
vase	painting(s)	carpet	mirror
toilet	stairs	cushion	bath

2 To test knowledge learnt in this module

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

Answer Key

1 T 2 F 3 F 4 T 5 F

3 To write a quiz

- Explain the task and allow Ss time to look through Module 2 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. e.g. The O2 is in San Francisco. (F)
- Ss swap their quizzes with another pair, do it and then report back to the class.

Suggested Answer Key

- 1 The O2 is in the USA. (F)
- 2 In the UK, houses sometimes have got names. (T)
- 3 A pentagon has got six sides. (F)
- 4 The Monticello is in Virginia, USA. (T)
- 5 Cottages have got straw roofs. (T)

4 To read for coherence and cohesion

- Explain the task and elicit the meanings of the words in the list.
- Allow Ss some time to read through the song and fill in the missing words.
- Play the recording. Ss listen and check their answers.

Answer Key

1 buildings 3 sights 5 holiday
2 breath 4 places 6 rest

To check comprehension

- Allow Ss some time to talk amongst themselves in pairs and think about the question. Ask various Ss around the class to say why home is important to the singer.

Answer Key

Home is important to the singer because it is always waiting for you and it is where your heart is.

- Play the video for Ss and elicit their comments.

2 • Revision

1 Answer Key

1 aren't 3 isn't 5 are 7 aren't
2 is 4 isn't 6 aren't 8 isn't

2 Answer Key

1 babies 3 glasses 5 boys 7 wishes
2 rooms 4 knives 6 switches

3 Answer Key

1 sink 3 sofa 4 pillow 5 carpet
2 book

4 Answer Key

1 in 3 in front of 5 between
2 on 4 behind

5 Answer Key

1 c 2 a 3 d 4 e 5 b

Check your progress

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

Monstertrackers

- Play the video for Ss and elicit their comments.

1 Mokele

1 Answer Key

The story is about the Monstertrackers' visit to Cameroon to see Mokele-mbembe.

2 Answer Key

1 Cameroon, Africa. 3 In a cave. 5 In the river.
2 A dinosaur. 4 No, it isn't.

3 Answer Key

1 monster 3 boat 5 wait 7 see
2 river 4 crocodile 6 dinosaur 8 cave

4 Answer Key

1 monster 2 dinosaur 3 cave 4 river

Fact or Fiction?

Answer Key

- Mokele only eats plants. Fact
- It lives underwater. Fact
- It doesn't like hippos. Fact

My favourites!

Topic

In this module, Ss will explore the topic of personal belongings.

Module page

50-51

Lesson objectives: To get an overview of the module

Vocabulary: Pets (*rabbit, hamster, dog, parrot, goldfish, cat*); Things (*sunglasses, cap, trainers, skateboard, helmet, handbag, notebook, scarf, watch, video game, guitar, comic book, digital camera, gloves, bicycle, basketball*)

3a Reading

52-53

Lesson objectives: To listen and read for key information, to read for specific information, to describe appearance, to write about your favourite cartoon character, to create a poster of famous cartoon characters from your country

Vocabulary: Adjectives (*tall, short, big, small, long, short, thin, plump, fat, young, old*); Parts of the body (*eye, head, nose, ear, arm, hand, hair, face, teeth, moustache, mouth, lips, beard, knee, leg, foot, ankle*); Nouns (*engineer, business, industry, secretary, world, enemy*); Verbs (*to fly, to protect, to watch, to find out*); Adjectives (*loyal, strong, brilliant*); Phrase (*metal suit*)

3b Grammar

54-55

Lesson objectives: To learn *this-these/that-those*, to learn possessive adjectives

3c Skills

56-57

Lesson objectives: To listen and read for gist, to read for specific information, to write a short text about an amazing person, to talk about abilities, to listen for specific information, to write about your abilities

Vocabulary: Abilities (*ride a bike, drive a car, run fast, ski, play the guitar, dance, jump, fly a plane, dive, swim, climb, balance on a ball, spin a ball*); Nouns (*ability, people, frame, world record, spoon*); Verbs (*to spin, to balance*); Adjective (*amazing*)

3d Grammar

58-59

Lesson objectives: To learn the verb *have got*, to talk about possessions

3e Everyday English

60

Lesson objectives: To learn intonation of stressed syllables, to listen and read for gist, to read for specific information, to act out a dialogue talking about possessions, to pronounce /æ/, /ɑ:/

Vocabulary: Nouns (*collection, souvenir, key ring*); Adjectives (*big, funny*)

3f Across Cultures

61

Lesson objectives: To listen and read for key information, to read for specific information, to draw a map of your country and the souvenirs you can buy

Vocabulary: Nouns (*set, stars, stripes, tower*); Adjectives (*popular, common, other*); Adverb (*inside*)

Fun Time 3

62

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

Revision

63

What's in this module?

Read the title of the module *My favourites!* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

- **cartoon characters** (p. 53) *Do you know these characters? Who is your favourite cartoon character?*
- **spoons** (p. 56) *What do we use spoons for? What else can we do with them? Can you think of an unusual use for spoons?*
- **Russian dolls** (pp. 60-61) *Are there dolls like this in your country? What sort of dolls are there in your country? Do you like these dolls? Why (not)?*

1 To present vocabulary for personal things and pets

Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally and/or individually.

2 To listen for specific information

- Explain the task and play the recording. Ss listen and complete the sentences.
- Check Ss' answers.

Answer Key

*He has got a scarf and a helmet.
He hasn't got gloves or a basketball.*

3 To personalise the topic

- Ask Ss to look at the pictures again and complete the sentences with what they have/ haven't got. Ask some Ss to read their completed sentences aloud.

Suggested Answer Key

*I've got a dog and a bicycle.
I haven't got a guitar.*

- Play the videos for Ss and elicit their comments.

3a • Reading

1 To predict the content of a text

- Direct Ss' attention to the picture and ask if they recognise the man/character, then read the names in the list aloud.
- Play the recording. Ss listen and follow the text in their books. Elicit answers to the questions in the rubric. Then, elicit/explain the meaning of the words in the Check these words box.

Answer Key

*The man in the picture is Iron Man/Tony Stark.
Stark Industries is his father's business.
Pepper Potts is Tony Stark's secretary.
Iron Monger is Iron Man's/Tony Stark's enemy.*

2 To read for specific information

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

Answer Key

1 F 2 T 3 T 4 F

- Elicit/Explain the meanings of the words in the Check these words box.
- Play the video for Ss and elicit their comments.

3 To present adjectives related to appearance

- Draw Ss' attention to the words and play the recording.
- Ss listen and repeat chorally and/or individually.

4 a) To present parts of the body

Draw Ss' attention to the labelled picture and play the recording. Ss listen and repeat chorally and/or individually.

Extra Activity

Choose a S. Ask him/her to point to various parts of the body. Ss, in two teams say the English word that describes the specific part of the body. Each correct answer gets one point. The team with the most points is the winner.

Module 3

b) **Aim** To match descriptions to characters

- Draw Ss' attention to the cartoon characters and elicit short descriptions of each one to aid understanding of the task.
- Read the rubric and allow Ss time to complete the task in pairs. Check Ss' answers.

Answer Key

- | | |
|------------------|-------------------|
| a Shrek | d Merlin |
| b Princess Fiona | e Prince Charming |
| c Rapunzel | |

5 **Aim** To practise describing appearance

- Ask various Ss around the class to choose one of the characters on this page from Shrek III and describe him/her.
- Point out that descriptions usually start with general features (such as size, height or age) and then move on to more specific details (such as hair and eye colour).
- Check Ss' answers.

Suggested Answer Key

Merlin is old and thin with short white hair and a long white beard.
 Rapunzel is tall, thin and young with very long fair hair.
 Prince Charming is tall, thin and young with short fair hair.
 Princess Fiona is short and plump with long red hair.
 Shrek is big and fat with green skin.

6 **Aim** To write about your favourite cartoon character

- Explain the task and tell Ss to use the vocabulary from this unit and the verb 'have got'.
- Allow time for Ss to complete the task in class or assign as HW.
- Remind Ss to decorate their writing with a picture.

Suggested Answer Key

Fred Flintstone is from Bedrock. He is short and fat with black hair and a big nose.



Aim To create a poster

- Ask Ss to work in small groups to create a poster of famous cartoon characters from their country. Then ask various groups to present their poster to the class.
- Display the poster in the classroom.

Suggested Answer Key

Romanian Cartoon Characters



One famous Romanian cartoon character is Mihaela. She is a little girl. She is usually very nice, but sometimes she is naughty.



Gore and Grigore are very famous in Romania. Gore is a yellow duck. Grigore is a little boy. They are friends.

Game!

Ask Ss to look at the Shrek III characters for two minutes. Ss close their books. In teams, Ss choose a character. Ss take turns describing the character. Ss from the opposing team must guess what character is being described. Each correct guess is worth one point. The team with the most points at the end of the game is the winner.

Team A1: He is big.

Team B1: Prince Charming.

Team A1: No. etc

Background Information

The characters are from the Shrek computer-animated films. Shrek is a big ogre who lives alone in the woods. He meets and marries Princess Fiona. His best friend is Donkey. Princess Fiona doesn't like Shrek at first, but later she realises he's very sweet and cares for her. Fiona turns into an ogre every night at sunset. Merlin is a magician who uses his magic to send Shrek back to Far Far Away. Rapunzel is the lady Prince Charming plans to make his queen once he claims the throne. Fiona's parents wanted their daughter to get married to Prince Charming.

3b • Grammar

1 **Aim** To present *this – these/that – those*

- Ss close their books. Present *this/these – that/those*. Point to a book close to you and say: *This is a book*. Then write it on the board. Point to a book far away from you and say: *That is a book*. Then write it on the board. Present the plural forms the same way.
- Ask questions to check Ss' understanding: *What do we use for things that are near to us?* (this/these). *What do we use for things that are far away from us?* (that/those).
- As an extension, point to various things in the classroom. Ss, in teams, make sentences using *this/these – that/those*. Each correct sentence gets 1 point. The team with the most points wins.

2 **Aim** To practise *this – these/that – those*

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

Answer Key

2 That 3 These 4 Those 5 That 6 These

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

Work together with a S to demonstrate the example. Point to various objects around the class and elicit the corresponding English word (e.g., window, desk, handbag, board, chair, door, map, pen, pencil, notebook, book, etc). Ask several pairs of Ss to perform the task for the class. Check Ss' answers.

Suggested Answer Key

A: (points to the desk near you)

B: *This is a desk.* (points to the door which is far from you)

A: *That is a door.*

Game!

Have Ss play the game in teams according to the instructions.

4 **Aim** To present possessive adjectives

- Ss close their books. Point to yourself. Say: *I am a teacher*. Write it on the board and underline the word *I*. Hold up a pen. Say: *This is my pen*. Write it on the board and underline the word *my*. Explain that *my* is a possessive adjective to show that you own the pen (i.e., a word which goes before a noun and shows possession).

- Point to a male S. Say: *You are Bill*. Write it on the board and underline the word *you*. Point to Bill's pencil. Say: *This is your pencil*. Write it on the board and underline the word *your*. Present the rest of the possessive adjectives in the same way.
- Drill Ss. Write this sentence on the board: *This is my notebook*. Point to various Ss. Ss replace the word *my* with the appropriate possessive adjective.
T: (point to a male S)
S1: *This is his notebook*.
T: (point to a female S)
S2: *This is her notebook*. etc

5 **Aim** To practise possessive adjectives

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

Answer Key

2 Jenny's, her 4 Tony's, his 6 Jack's, his
3 Ann's, her 5 Lucy's, Ben's, their

6 **Aim** To practise possessive adjectives

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

Answer Key

2 Our 3 My 4 Their 5 His 6 your

3c • Reading Skills

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

- Draw Ss' attention to the pictures and elicit an answer to the question in the rubric (e.g., They can do special things).
- Play the recording. Ss listen and follow the text in their books.
- Elicit/Explain the meanings of the words in the Check these words box.

Answer Key

They can do very special things that most people can't do.

2 **Aim** To read for detailed understanding (multiple matching)

- Allow Ss some time to read the texts again and complete the task.
- Check Ss' answers.

Answer Key

1 B – Michael Kettman 2 A – Joe Allison

Module 3

3 **Aim** To read for specific information

- Allow Ss some time to read the article again and complete the sentences.
- Check Ss' answers.

Answer Key

1 T 2 F 3 T 4 F

- Play the video for Ss and elicit their comments.

4 **THINK! Aim** To personalise the topic

Allow Ss some time to prepare their answers. Invite Ss to present their opinion to the class.

Suggested Answer Key

I think Joe Allison is very special because he has got a world record at the age of nine.

3c • Speaking, Listening & Writing Skills

5 **Aim** To present the modal verb *can* when used for ability; to talk about abilities

- Present *can/can't*. Jump up and down and say, then write on the board: *I can jump*. Underline the word *can* and explain that this word shows that we are able to do sth. Say, then write on the board: *I can't fly*. Underline the word *can't* and explain that this word shows that we are unable to do sth.
- Point out that *can/can't* is the same in all persons.
- Draw Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally and/or individually.
- Ask two Ss to read the example aloud, then Ss ask and answer in pairs.
- Ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *Can you drive a car?*

B: *No, I can't. Can you jump?*

A: *Yes, I can. Can you run fast?*

B: *Yes, I can. Can you fly a plane?*

A: *No, I can't. Can you ski?*

B: *No, I can't. Can you dive?*

A: *No, I can't. Can you play the guitar?*

B: *No, I can't. Can you swim?*

A: *Yes, I can. Can you climb?*

B: *No, I can't. Can you balance on a ball?*

A: *No, I can't. Can you spin a ball?*

B: *Yes, I can.*

Aim To practise *can*

In pairs, Ss choose an ability from Ex. 5. In turns, Ss guess which ability is being mimed. If the S guesses wrongly, it is the other S's turn to mime. Each correct guess is worth one point. The S with the most points at the end of the game is the winner.

S1: *(mimes riding a bike)*

S2: *You can drive a car.*

S1: *No, I can't.*

S2: *(mimes diving) etc*

6 **Aim** To listen for specific information

- Explain the task. Play the recording. Ss listen and match.
- Check Ss' answers.

Answer Key

1 d 2 a 3 b 4 g 5 e

7 **Aim** To write about your abilities

Allow Ss some time to write their sentences. Then, allow time for Ss to walk around the class and ask each other what they can/can't do to find someone with the same abilities. Monitor the activity around the class.

Suggested Answer Key

I can play basketball.

I can dance and I can play the guitar. I can't fly a plane.

I can't drive a car.

3d • Grammar

1 **Aim** To present the verb *have got* (affirmative/negative)

- Ss close their books. Present the verb *have got* (affirmative). Point to your eyes and say: *I have got blue eyes*. Then write it on the board.
- Repeat using the rest of the affirmative forms.
- Drill Ss. Give prompts. Ss make sentences using *have/has got*.

T: *Mary/long hair*

S1: *Mary has got long hair.*

T: *I/short hair*

S2: *I have got short hair. etc*

- Present the verb *have got* (negative). Point to your nose and say: *I have got a small nose. I haven't got a big nose*. Write the negative form on the board and underline *haven't got*. Give examples in all forms.
- Ss open their books and read the table.

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

- Explain the task and point out that the pictures show characters from Star Wars.
- Allow time for Ss to complete the task. Check Ss' answers.

Answer Key

2 *has got* 3 *has got* 4 *has got* 5 *have got*

- Play the video for Ss and elicit their comments.

Background Information

Star Wars is a series of science-fiction films by George Lucas. Originally, it was a trilogy (with the first film released in May 1977 by 20th Century Fox) and became very popular. 16 years later, George Lucas made a new trilogy of films as a prequel, with the final film released in 2005. The films are set in a fictional galaxy. Luke Skywalker is a young Jedi who helps defeat the Galactic Empire. Yoda is a very old and wise Jedi master. Jar Jar Binks is a clumsy Gungan who tries hard to prove his worth. Princess Leia is the twin sister of Luke Skywalker, and daughter of Darth Vader. Queen Amidala is a key politician in the Galactic Republic, and Luke and Leia's mother.

3 **Aim** To practise *have got* in the affirmative and negative

- Explain the task. Ss make sentences.
- Monitor the activity around the class and then ask some Ss to share their sentences with the rest of the class.

Suggested Answer Key

Yoda has got a small body, and he has got a small nose. He hasn't got small eyes.

Queen Amidala has got long hair, and she has got big eyes.

Jar Jar Binks has got big eyes, and he has got full lips.

Luke Skywalker has got big eyes, and he has got short hair and thin lips.

Princess Leia has got long hair and full lips.

4 **Aim** To practise *have got* (affirmative/negative)

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

Answer Key

2 (*arm*) *In picture A, the monster has got three arms. In picture B, the monster hasn't got three arms. He has got four arms.*

3 (*foot*) *In picture A, the monster has got small feet. In picture B, the monster hasn't got small feet. He has got big feet.*

4 (*mouth*) *In picture A, the monster has got a big mouth. In picture B, the monster hasn't got a big mouth. He has got a small mouth.*

5 (*eye*) *In picture A, the monster has got three eyes. In picture B, the monster hasn't got three eyes. He has got two eyes.*

6 (*hand*) *In picture A, the monster has got big hands. In picture B, the monster hasn't got big hands. He has got small hands.*

Extra Activity for weaker classes

In pairs, ask Ss to write 5 sentences about their partner using the adjectives in Ex. 3.

Suggested Answer Key

John has got blue eyes.

He has got a small nose.

He has got short hair.

He has got big ears. etc

5 **Aim** To present *have got* (interrogative)

- Ss close their books. Present the verb *have got* (interrogative).
- Point to a S and ask: *Has Tim got small ears? Yes, he has.* Ask: *Has Tim got big ears? No, he hasn't.* Write these on the board and underline *has got* (interrogative), *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*).
- Ss open their books and read the table.

6 **Aim** To practise *have got* (interrogative)

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

Answer Key

2 *Have, haven't*

3 *Have, have*

4 *Has, has*

Module 3

7 **Aim** To practise the interrogative form of the verb *have got*

- Explain the task. Ss do the task.
- Monitor the activity around the class, then ask some Ss to ask and answer the questions aloud.

Answer Key

- 2 *Has, got, Yes, he has.*
- 3 *Has, got, Yes, she has.*
- 4 *Have, got, Yes, they have.*
- 5 *Have, got, No, they haven't.*

8 **Aim** To practise the interrogative form of the verb *have got* and short answers

- Explain the task and read out the example.
- Ss do the task in closed pairs. Monitor the activity around the class and then ask some pairs to report back to the class on what their partner has/hasn't got.

Suggested Answer Key

- A: *Have you got a guitar?*
- B: *Yes, I have.*
- A: *Have you got a digital camera?*
- B: *No, I haven't. etc*

3e • **Everyday English**

1 **Aim** To present the situational language of buying things; to practise intonation and understand stressed syllables

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

Answer Key

- *It's great.*
- *What about this doll?*
- *What is this?*
- *Where is she from?*
- *It's funny.*
- *It's my favourite.*

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

- Read the rubric aloud and elicit what Ss think the dialogue is about.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

Ann and Laura are talking about Ann's collection of souvenirs.

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

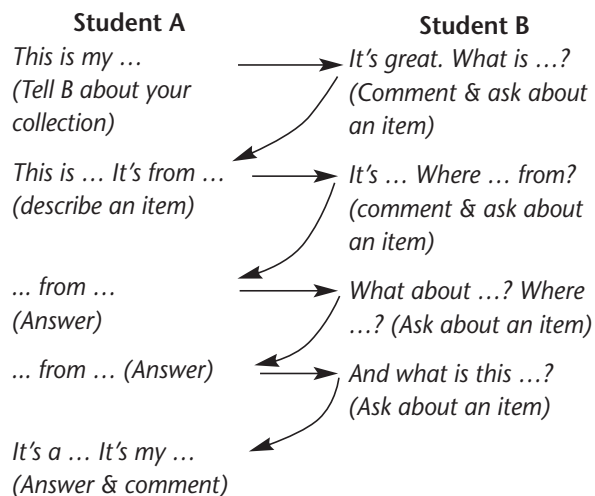
- Allow Ss some time to read the dialogue again and find the answer.
- Refer Ss to their dictionaries to look up the words in the Check these words box.
- Check Ss' answers.

Answer Key

Ann has got a big hat (1), some Russian dolls (5), a Spanish doll (6) and a key ring (3).

3 **Aim** To practise reading skills; to act out dialogues

- In pairs, Ss read the dialogue aloud.
- Walk around the class and monitor the activity checking Ss' intonation.
- Choose some pairs to read the dialogue aloud in front of the class.
- Divide the class into pairs and have Ss act out similar dialogues.
- To help Ss, draw the following diagram on the board:



A: *This is my collection of souvenirs.*
 B: *It's great. What is this?*
 A: *This is a teddy bear. It's from Scotland.*
 B: *It's funny. Where is this small statue from?*
 A: *It's from Greece.*
 B: *What about these panpipes? Where are they from?*
 A: *They are from Peru.*
 B: *And what is this?*
 A: *It's a key ring. It's the Eiffel Tower from Paris. It's my favourite.*

Module 3

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

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

Answer Key

1 F 2 F 3 T 4 F 5 T

3 **THINK!** **Aim** To write a quiz

- Explain the task and allow Ss time to look through Module 3 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. (e.g., Tony Stark is Iron Man. (T))
- Ss swap their quizzes with another pair, do it and then report back to the class.

Suggested Answer Key

- 1 Pepper Potts is an engineer. (F)
- 2 Shrek has got long red hair. (F)
- 3 Michael Kettman is American. (T)
- 4 Luke Skywalker has got blond hair. (T)
- 5 Matryoshka dolls are popular in Scotland. (F)

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

- Explain the task. Ask Ss to look at the picture and read the title of the song. Then, they look at the list of words and predict the content.
- Play the recording again for Ss to sing along.
- Play the video for Ss and elicit their comments.

Answer Key

The song is about activities one can do while on holiday and especially about buying souvenirs.

3 • Revision

1 Answer Key

- | | | |
|--------------|----------|-----------|
| 1 basketball | 5 watch | 8 bicycle |
| 2 handbag | 6 scarf | 9 cap |
| 3 gloves | 7 helmet | 10 guitar |
| 4 trainers | | |

2 Answer Key

- 1 old 2 short 3 short 4 small 5 fat

3 Answer Key

- 1 hair, nose 2 short, plump 3 ears, eyes

4 Answer Key

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

5 Answer Key

- 1 This, those 2 These, that

6 Answer Key

- | | | |
|--------|--------|--------|
| 1 my | 4 your | 7 your |
| 2 your | 5 His | 8 her |
| 3 our | 6 our | 9 his |

7 Answer Key

- 1 d 2 a 3 b 4 e 5 c

Check your progress

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

Me & the others

Topic

In this module, Ss will explore the topics of daily routines, family members and jobs.

Module page

64-65

Lesson objectives: To get an overview of the module

Vocabulary: Days of the week (*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*); Months (*January, February, March, April, May, June, July, August, September, October, November, December*); Daily routines (*get up, have breakfast, go to school, have lunch, do my homework, play computer games, have dinner, watch TV, go to bed*)

4a Reading

66-67

Lesson objectives: To listen and read for gist, to read for specific information, to talk about your family, to draw/create a family tree

Vocabulary: Family members (*grandfather, grandmother, dad, mum, brother, sister, uncle, aunt, niece, nephew, son, daughter, husband, wife, cousin*); Character adjectives (*funny, clever, silly, strong, rude, quiet, serious, polite, noisy, weak*); Nouns (*character, skin, housework, billiards*); Verb (*to bark*); Adjectives (*dark, noisy, funny, serious, angry, lazy, clean, cute*); Quantifier (*a bit*)

4b Grammar

68-69

Lesson objectives: To learn the present simple (affirmative)

4c Skills

70-71

Lesson objectives: To talk about jobs, to listen for specific information, to write an email about your family, to listen and read for gist, to read for key information, to write a note

Vocabulary: Jobs (*photographer, footballer, hairdresser, vet, nurse, teacher, pilot, mechanic, secretary*); Nouns (*voice, meat, vegetable*); Verbs (*to write, to eat*)

4d Grammar

72-73

Lesson objectives: To learn the present simple (negative, interrogative & short answers)

4e Everyday English

74

Lesson objectives: To practise describing a person

4f Across Cultures

75

Lesson objectives: To listen and read for gist, to read for specific information, to talk about Mother's Day, to find/make a card and write a message

Vocabulary: Nouns (*twin, parade, activity, attention, gift*); Verb (*to take place*)

Fun Time 4

76

Lesson objectives: To test/consolidate knowledge attained throughout the module; to solve riddles, to do a quiz, to write a quiz, to listen and read for key information

Revision

77

Monstertrackers! 2

78-79

5 **Aim** To present character adjectives and opposites

- Play the recording. Ss listen and repeat chorally or individually.
- Read the Study Skills box aloud and explain what an opposite is and give some examples (e.g., tall – short, black – white, big – small, etc).
- Allow Ss time to find the opposites and check with their partner, then check answers with the class.

Answer Key

funny – serious clever – silly
strong – weak polite – rude
quiet – noisy

6 **Aim** To describe your family members' characters

Explain the task. Ss work in pairs and complete the task. Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: Who's Adam?
B: He's my dad. He's very funny.
A: Who's Ruth?
B: She's my sister. She's very quiet.
A: Who's David?
B: He's my brother. He's very noisy.
A: Who's Rose?
B: She's my mum. She's very polite.

7 **Project Aim** To prepare and present your family tree

- Explain the task and refer Ss back to the family tree in Ex. 4.
- Allow Ss time to make their family tree and then choose various Ss to present their family members to the class.

Suggested Answer Key

This is my mother, Anna. She's 42 years old. This is my brother Daniel. He's 15 years old. This is my sister, Sabina. She's 9 years old.

4b • Grammar

1 **Aim** To present the present simple (affirmative) and understand its use for routines/habits, repeated actions and permanent states

- Ss close their books. Present the present simple. Say: *I live in Bucharest.* Write it on the board.

Underline *live* and explain that this verb is in the present simple. Point to a S and say: *You live in Bucharest.* Then write it on the board. Underline *live*. Point to a male S and say: *He lives in Bucharest.* Then write it on the board. Underline *lives*. Explain that the third person singular usually takes an -s. Present the other persons in the same way.

- Explain the spelling rules of the third person singular by writing the verbs *miss, finish, watch, mix, go, cry* on the board. Stress the difference between the spelling of *play* and *cry*.
- Ss open their books. Read the table aloud. Focus Ss' attention on the uses of the tense (for repeated actions, permanent states and habits).

2 **Aim** To consolidate the spelling rules of the third person singular in the present simple

- Explain the task and any unknown verbs. Alternatively, Ss can look up the verbs in the Word List or in their dictionaries.
- Allow Ss a few minutes to complete the task and check Ss' answers on the board.

Answer Key

2 *he/she/it gets* 6 *he/she/it cleans*
3 *he/she/it watches* 7 *he/she/it goes*
4 *he/she/it lives* 8 *he/she/it washes*
5 *he/she/it plays*

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

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

Answer Key

2 *cleans* 4 *goes* 6 *play* 8 *like*
3 *go* 5 *meets* 7 *play*

Game!

Play a game to drill Ss. Say various verbs in the first-person singular. Ss, in teams, say the third-person singular. Check spelling on the board. Each correct sentence gets 1 point. The team with the most points is the winner.

T: *I brush.*

Team A S1: *He brushes (B-R-U-S-H-E-S)*

T: *I fix.*

Team B S1: *He fixes (F-I-X-E-S) etc*

Module 4

4 **Aim** To practise using the present simple to talk about daily routines

- Explain the task. Draw Ss' attention to the diagram, direct Ss to picture 1 and read the example sentence aloud.
- Go through the phrases in the box or ask Ss to look up the meanings of these phrases in a dictionary, then tell Ss to make sentences for each of the activities a-k in the diagram using these phrases.

Answer Key

a 9 c 4 e 7 g 11 i 6 k 8
b 10 d 1 f 2 h 5 j 3

Kevin gets up early in the morning. First, he has breakfast. Then, he goes to school. After that, in the afternoon, Kevin has lunch and does his homework. Then, he goes to the gym. After that, he plays computer games and meets his friends. In the evening, first, Kevin has dinner. Then, he watches TV. After that, he goes to bed.

5 **Aim** To consolidate new vocabulary through mime

Explain the task. Ask Ss to work in pairs and take turns miming their daily routine for their partner to say. Monitor the activity around the class.

(Ss' own answers)

6 **Aim** To consolidate and personalise the use of the present simple

Ss work in pairs and tell each other their daily routines. Monitor the activity around the class and then ask some Ss to tell their daily routine to the class.

Suggested Answer Key

I get up early in the morning. First, I have breakfast. Then I go to school. In the afternoon, I do my homework and play on my computer. In the evening, I have dinner and then I watch TV. Then, I go to bed.

4c • Vocabulary, Speaking & Writing Skills

1 **Aim** To present and practise vocabulary for jobs

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Go through the phrases and explain/elicite the meaning of any unknown words. Alternatively, ask Ss to look up the meanings of any words they do not know in their dictionaries.

- Explain the task and read the example aloud. Ss then make sentences using the phrases. Ask various Ss around the class to say their sentences aloud.

Answer Key

*A vet looks after sick animals.
A photographer takes photographs.
A mechanic repairs cars.
A pilot flies planes.
A nurse looks after sick people.
A footballer plays football.
A secretary types letters.
A teacher teaches children.*

2 **Aim** To personalise the topic by asking about parents' jobs

- Ss work in pairs and ask and answer, as in the example.
- Ask various pairs to ask and answer in front of the class.

Suggested Answer Key

A: *What does your mum do?*
B: *She's a teacher. What does your dad do?*
A: *He's a vet.*

3 **Aim** To listen for specific information

- Explain the task. Ss listen and match the people to the jobs.
- Check Ss' answers.

Answer Key

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

4 **Aim** To complete Peter's email about his family

Explain the task and allow Ss some time to complete it. Alternatively, assign as HW. Then ask some Ss to read their emails aloud to the class.

Suggested Answer Key

1 Mark 4 Anna is 38 7 8 years
2 is 40 5 a vet 8 is Laura
3 a photographer 6 is Tony 9 13 years old

Game!

Work in pairs. Mime a job. Your partner guesses what the job is.

A: *(mimes typing on a keyboard & asks: What am I?).*
B: *You are a secretary. etc*

4c • Reading & Writing Skills

5 To identify a text type

- Direct Ss' attention to the text and elicit what type of text Ss think it is.
- Play the recording. Ss listen and follow the text in their books. Elicit what the text is about. Then give them time to complete the fact file in their notebooks.
- Explain/Elicit the meaning of the words in the Check these words box.

Answer Key

The text is a blog entry. It's about a famous singer called Camila Cabello.

Name: Camila Cabello

Nationality: Cuban-American

Can play: guitar

Family: 1 sister

Pet: dog (Tarzan)

- Play the video for Ss and elicit their comments.

6 To understand subject/verb order

- Read the Study Skills box aloud and give further examples if necessary.
- Explain the task and allow Ss time to complete it. Check Ss' answers on the board.

Answer Key

1 Jenny is American.

2 She doesn't like football.

3 Do they play the guitar?

4 He can't play golf.

5 Has he got a pet?

6 Are they Chinese?

7 He doesn't like vegetables.

8 Her mother is a teacher.

7 To write a note about your favourite singer

- Explain the task and tell Ss to use the example to help them.
- Give Ss time to complete the task and check Ss' answers by asking various Ss to read their notes aloud.

Suggested Answer Key

My favourite singer is Shakira. She's Colombian and she's got a great voice.

4d • Grammar

1 To present the present simple negative

- Ss close their books. Write on the board: *I don't like Mondays. She doesn't like Mondays.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/ we/they do not/don't* and *he/she/it does not/doesn't* to form the negative of the present simple. Point out that the main verb is the same for all persons.
- Ss open their books and read the table.

2 To practise the present simple negative

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

Answer Key

2 doesn't 3 don't 4 don't 5 doesn't

3 To present the present simple interrogative & short answers

- Ss close their books. Write on the board: *Do I like Mondays? No, I don't. Does she like Mondays? No, she 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 the short form with *Yes/No, I/you/we/they do/don't* and *he/she/it does/doesn't*.
- Ask Ss questions to check their understanding.
- Ss open their books and read the table.

4 To practise the present simple interrogative & short answers

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

Answer Key

2 Does, does

4 Do, don't

3 Does, doesn't

5 Does, doesn't

5 To ask and answer about your family using the present simple interrogative

- Explain the task. Ask a pair of Ss to read the example aloud.
- Ss do the task in pairs. Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Module 4

Suggested Answer Key

- 2 Do, Yes, I do. 4 Do, Yes, I do.
3 Do, No, I don't. 5 Do, No, I don't.

6 **Aim** To match questions to answers to practise the present simple

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

Answer Key

- 2 a 3 b 4 e 5 c 6 f

7 **Aim** To practise the present simple interrogative

- Explain the task and ask Ss to work in pairs.
- Read out the examples and then have Ss complete the task.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: Does she meet her friends?

B: Yes, she does.

A: Does she read books?

B: Yes, she does.

A: Does she go shopping?

B: No, she doesn't.

A: Does Frank watch TV?

B: No, he doesn't.

A: Does he play computer games?

B: Yes, he does.

A: Does he meet his friends?

B: Yes, he does.

A: Does he read books?

B: No, he doesn't.

A: Does he go shopping?

B: Yes, he does.

A: Does Donna watch TV?

B: Yes, she does.

A: Does she play computer games?

B: No, she doesn't.

A: Does she meet her friends?

B: No, she doesn't.

A: Does she read books?

B: Yes, she does.

A: Does she go shopping?

B: Yes, she does.

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

- Explain the task and ask Ss to work in pairs.
- Read out the examples and then have Ss complete the task.
- Give Ss time to use their answers to write a short text and then ask various Ss to read their text to the class.

Suggested Answer Key

A: Do you meet your friends at the weekend?

B: Yes, I do.

A: Do you play computer games at the weekend?

B: No, I don't. etc.

John meets his friends at the weekend. He doesn't play computer games, etc.

4e • Everyday English

1 **Aim** To identify the context of a dialogue

- Read the sentences aloud and elicit the L1 equivalents. (Ss' own answers)
- Elicit what the dialogue is about (describing a person).

Answer Key

The dialogue is about describing a person.

2 **Aim** To complete a dialogue

- Ss do the task.
- Play the recording.
- Ss check their answers.

Answer Key

1 Who is he?

2 What's his name?

3 How old is he?

4 What's he like?

3 **Aim** To act out a dialogue

- Read out the Study Skills box and tell Ss that this tip will help them to complete the task successfully.
- Play the recording for Ex. 2 again. Divide the class into pairs and ask them to take roles and read the dialogue aloud.
- Monitor the activity around the class and ask some pairs to read the dialogue aloud in front of the class.
- Pay attention to Ss' intonation.

4f • Across Cultures

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

- Choose various Ss to read the title and the headings.
- Elicit Ss' ideas as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check their guesses.

Answer Key

The text is about special days that celebrate family relationships.

2 **Aim** To read for specific information

- Give Ss some time to read the text again and mark the statements according to what they read.
- Elicit/Explain the meaning of the words in the Check these words box.
- Check Ss' answers and elicit corrections for the false statements.

Answer Key

- 1 F *Australians celebrate Mother's Day on the second Sunday in May.*
- 2 T
- 3 T
- 4 F *The Twins Days Festival takes place in August.*

3 **Aim** To personalise the topic

Give Ss some time to complete the sentences about themselves, then ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

- 1 *I love my mum because she is caring and nice.*
- 2 *I love my brother/sister because he/she is fun and loyal.*

4 **Aim** To talk about Mother's Day celebrations in your country

Ask various Ss to tell the rest of the class about Mother's Day celebrations in their country.

Suggested Answer Key

In my country, Romania, we celebrate Mother's Day on the first Sunday in May. It's a special day for all mothers. We give them flowers, cards, chocolates and other gifts. Some families make a special meal at home for their mother.

5 **ICT Aim** To find or make a card

- Give Ss time to find a card/e-card or make a card to send to their mum. Tell them to include a short message.
- Ask various Ss to share their card with the class.

Suggested Answer Key



Happy Mother's Day to a special Mum!

4 • Fun Time

1 **Aim** To practise solving riddles

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

Suggested Answer Key

- | | | |
|------------|-----------|-----------|
| 1 granddad | 3 cousin | 5 brother |
| 2 aunt | 4 grandma | |

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

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

Answer Key

- | | | |
|----------------|---------------|----------------|
| 1 Wilma | 3 a dinosaur | 5 in Ohio, USA |
| 2 Yes, he can. | 4 grandmother | |

3 **THINK!** To write a quiz

- Explain the task and allow Ss time to look through Module 4 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g., What is the word for your mother's brother? (uncle).

Module 4

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

Suggested Answer Key

- 1 Who is Wilma Flintstone's mother? (Pearl)
- 2 What's the name of Pebble Flintstone's pet dinosaur? (Dino)
- 3 What nationality is Leona Lewis? (British)
- 4 What can you see at the Twins Day Festival? (a big parade)
- 5 When is Mother's Day in Australia? (the second Sunday in May)

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

- Ask some Ss to tell the class about their daily routine.
- Play the song. Ss listen and compare their daily routines to the singer's.
- Elicit comparison from Ss around the class.

Suggested Answer Key

My daily routine is the same as the singer's but I don't skateboard. I prefer to paint in my free time.

- Play the recording again for Ss to sing along.

Game!

Ss think of a famous cartoon character, actor, footballer, etc, and then think of his/her daily routine. Ss mime the person's daily routine activities. The class guesses what the person does in the morning/afternoon/evening.

S1: *I'm Antonio Banderas. In the morning, I ... (mimes wake up).*

S2: *wake up*

S1: *at 7 o'clock and ... (mimes go jogging).*

S2: *go jogging, etc*

4 • Revision

1 Answer Key

- 1 mum 3 grandfather 5 brother
- 2 sister 4 grandmother

2 Answer Key

- 1 noisy 2 clever 3 cute 4 funny 5 serious

3 Answer Key

- 1 mechanic 3 nurse 5 secretary
- 2 vet 4 pilot

4 Answer Key

- 1 Does she walk to school? Yes, she does.
- 2 Do they like tennis? Yes, they do.
- 3 Do they live in a flat? No, they don't.
- 4 Does Ann eat meat? No, she doesn't.
- 5 Does Bob play the guitar? Yes, he does.

5 Answer Key

- 1 get 3 have 5 works
- 2 doesn't watch 4 don't go

6 Answer Key

- 1 d 2 f 3 e 4 c 5 b

Check your progress

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

Monstertracker!

2 Orang Mawas

- Play the video for Ss and elicit their comments.

1 Answer Key

The story is about the Monstertrackers' visit to Malaysia to see Orang Mawas.

2 Answer Key

- 1 F 2 F 3 T 4 F

3 Answer Key

- 1 d 2 c 3 e 4 a 5 b

4 Answer Key

- 1 huge 2 jungle 3 fur 4 footprints

Fact or Fiction?

Answer Key

- Orang Mawas walks on two legs. (Fact)
- Its feet are nearly 50 cm long. (Fact)
- It has got four toes on each foot. (Fact)
- It eats fruit and fish. (Fiction)

Food

Topic

In this module, Ss will explore the topic of food & drinks.

Module page**80-81**

Lesson objectives: To get an overview of the module, to express likes/dislikes

Vocabulary: Food (*lettuce, grapes, butter, cheese, chicken, apples, oranges, yoghurt, strawberries, cabbage, beef, nuts, rice, bread, carrots, potatoes, corn, tomatoes, eggs, garlic*); Food groups (*fruit, vegetables, dairy products, grains, meat, other*)

5a Reading**82-83**

Lesson objectives: To read for specific information, to read for cohesion and coherence, to act out a dialogue for shopping, to write a comment on a blog about your school lunch

Vocabulary: Food (*cereal, soup, sandwich, toast, milk, salad, pizza, pasta, cake, ice cream, crisps, biscuits*); Meals (*breakfast, lunch, dinner, dessert, snack*); Containers & partitives (*loaf, carton, slice, piece, bag, bottle, glass, cup, tin, packet, box, bowl*); Nouns (*canteen, packed lunch, pear, yoghurt, spaghetti*); Adjective (*homemade*); Adverb (*either*)

5b Grammar**84-85**

Lesson objectives: To learn *a/an – some/any – a lot of – (how) much – (how) many*, to decide what to buy and make a shopping list

5c Skills**86-87**

Lesson objectives: To listen and read for gist, to read for specific information, to listen for specific information, to learn ordinal numbers, to talk about birthday celebrations, to write an SMS

Vocabulary: Nouns (*adult, streamer, band, soft drink*); Adjective (*generous*)

5d Grammar**88-89**

Lesson objectives: To learn prepositions of time, to learn question words

5e Everyday English**90**

Lesson objectives: To listen and read for context and situation, to read for specific information, to roleplay a dialogue ordering food/drinks, to pronounce /g/, /dʒ/

Vocabulary: Food (*club sandwich, burger, chicken sandwich, cheeseburger, Caesar salad, chips*); Beverages (*coke, diet, lemonade, mineral water, orange juice, coffee, tea*)

5f Across Cultures**91**

Lesson objectives: To listen and read for specific information, to read for key information, to prepare a calendar of spring/winter celebrations

Vocabulary: Nouns (*patron saint, shamrock, marching band, float, firework display, national holiday*); Verb (*to pin*); Adjective (*religious*); Phrases (*art exhibitions, public place*)

Fun Time 5**92**

Lesson objectives: To test/consolidate knowledge attained throughout the module; to complete puzzles, to do a quiz, to write a quiz, to listen and read for gist

Revision**93**

Module 5

What's in this module?

Read the title of the module **Food** and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

- **a blog entry** (p. 82) *Do you write a blog? Do you read blogs? If yes, which ones? If no, why not?*
- **a birthday celebration** (p. 86) *How do you usually celebrate your birthday? What did you do for your last birthday? Do you like birthday parties? Why (not)?*
- **a menu** (p. 90) *Where can you see a menu like this? Is this the same or different from a menu you can see in a fast food restaurant in your country? Do you look at a menu before you order food?*
- **an invitation card** (p. 87) *When was the last time you got an invitation? What was it for? When do you usually send invitations to your friends?*

1 To present/categorise food items

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Ask Ss to write the headings in their notebooks.
- Explain/Elicit the meanings of any unknown words, then Ss write the words under the correct headings. Ss check with their partner.
- To check Ss' answers, write the headings on the board and then ask various pairs to say which words go under which headings.

Answer Key

fruit: grapes, oranges, apples, strawberries

vegetables: lettuce, cabbage, tomatoes, potatoes, carrots

dairy products: yoghurt, butter, cheese

grains: rice, corn, bread

meat: chicken, beef

other: eggs, garlic, nuts

- Play the video for Ss and elicit their comments.

2 To express likes/dislikes

- Ask Ss to discuss in pairs which food they like/don't like following the example.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

A: *Do you like lettuce?*

B: *Yes, I do. / No, I don't. etc*

5a • Reading

1 To read for specific information

- Give Ss time to read the blog and find out what British schoolchildren have for lunch.
- Elicit answers from Ss around the class.

Answer Key

British schoolchildren either eat a hot lunch of pizza or spaghetti in the school canteen or they have a packed lunch of a sandwich, some fruit, some salad and a drink.

- Elicit/Explain meaning of unknown words in the Check these words box.
- Play the video for Ss and elicit their comments.

2 To read for cohesion and coherence

- Give Ss time to read the text again and think of an appropriate word for each gap.
- Check Ss' answers.

Answer Key

1 *they* 3 *every* 5 *my/a*
2 *is* 4 *an* 6 *Do*

3 To present new vocabulary for food/meals

- Read out the Note box and ask Ss to look at the pictures.
- Explain the task and any unknown words in the rubric and read the example aloud. Then ask various Ss around the class to make similar sentences.

Suggested Answer Key

I usually eat cereal for breakfast.

I usually eat soup for lunch.

I usually eat a sandwich for lunch.

I usually eat toast for breakfast.

I usually eat salad for lunch.

I usually eat pizza for dinner.

*I usually eat pasta for dinner.
I usually eat cake as a dessert.
I usually eat ice cream as a dessert.
I usually eat crisps as a snack.
I usually eat biscuits as a snack.*

- Read out the UK Culture box.

4 **Aim** To present vocabulary for containers & partitives

- Explain the task and any unknown words in the rubric and then allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

1 loaf	5 bag	9 bowl
2 bottle	6 slice	10 tin
3 carton	7 piece	11 packet
4 glass	8 cup	12 box

Game!

Say the name of a partitive. Your partner adds the name of a food/drink that goes with it.

A: *glass*

B: *a glass of water etc.*

5 **Aim** To act out a dialogue for shopping

- Ask two Ss to model the example dialogue and then ask Ss to act out similar dialogues in pairs using the items in Ex. 4.
- Monitor the activity around the class and then ask some Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: *I'd like a slice of pizza, please.*

B: *Here you are. Anything else?*

A: *A cup of tea, please.*

B: *Here you are.*

- Play the video for Ss and elicit their comments.

6 **Aim** To write a comment on a blog about your school lunch

- Explain the task and give Ss time to complete the comment on a blog about your school lunch in their notebooks.
- Ask various Ss to read out the comment to the class.

Suggested Answer Key

In Romania schoolchildren have lunch at school. My mum makes me a packed lunch. My favourite lunch is a sandwich and yoghurt. I don't like fruit but I like nuts. I have something to drink like orange juice or water.

5b • Grammar

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

- Read the Note box aloud and write on the board: *I've got an apple.* Underline *an apple*. Elicit/Explain that nouns like *apple* can be counted so we call them countable nouns (e.g. an apple, two apples, three apples etc). Write on the board: *I've got some bread.* Underline *some bread*. 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.
- Read out the theory box and explain/elicit the use of *a/an – some/any*.
- Ask Ss to give you other examples. Point out the difference between using *any* in questions and *some* for requests.

Answer Key

We use a before countable singular nouns in the affirmative, negative and interrogative.

We use an before countable singular nouns in the affirmative, negative and interrogative, when the noun begins with a vowel.

We use some before plural countable nouns and uncountable nouns in affirmative sentences. We also use some in interrogative sentences to make offers and requests.

We use any before plural countable nouns and uncountable nouns in negative and interrogative sentences.

2 **Aim** To classify nouns as countable/uncountable

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

Answer Key

2 U	7 C carrots
3 C cabbages	8 C biscuits
4 U	9 C strawberries
5 C oranges	10 U
6 U	

Module 5

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

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

Answer Key

2 any 4 some 6 some
3 an 5 an 7 some

4 **Aim** To present practise *a/an – some/any – a lot of – (how) much – (how) many*

- Ask Ss to read the examples in the table.
- Explain that we use *how many* with countable nouns, *how much* with uncountable nouns, and we use *a lot of* with countable/uncountable nouns.
- Drill Ss. Say names of food/drinks. Ss add *how much/how many/a lot of*. Suggested prompts: milk, lemons, sugar, apples, oranges, cheese, tomatoes, tea, etc.

T: milk

S1: How much milk?

T: carrots

S2: How many carrots?

T: lemons

S3: A lot of lemons, etc.

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

Answer Key

2 much 4 a lot of 6 much 8 much
3 much 5 lots of 7 a lot of

5 **Aim** To decide what to buy and make a shopping list

- Explain the task and ask two Ss to read out the model dialogue.
- Allow Ss some time to formulate their ideas and discuss their shopping list in pairs.
- Monitor the activity around the class and then ask some pairs to act out their discussion in front of the class.

Suggested Answer Key

A: Have we got any apples?

B: No, we haven't.

A: OK. Have we got any oranges?

B: Yes, but not many. How about lemons? Have we got any lemons?

A: Yes, we have a lot of lemons.

B: OK. Do we need any tomatoes?

A: No, we have got lots of tomatoes. We need some eggs.

B: How many?

A: Six. etc

5c • Reading & Grammar Skills

1 **Aim** To introduce the topic through key vocabulary

Read out the words and elicit/explain their meanings. Then ask Ss to guess what the text is about.

Suggested Answer Key

I think the text is about birthday parties.

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

- Play the recording. Ss listen and read the text and find out how US teenage girls celebrate their sixteenth birthday.
- Elicit Ss' answers.

Answer Key

Teenage girls in the US celebrate their sixteenth birthday at home with their friends and family. They have decorations, music, cakes, snacks and drinks. They receive lots of gifts, too.

- Elicit/Explain the meaning of any unknown words in the Check these words box.
- Play the video for Ss and elicit their comments.

3 **Aim** To read for specific information

- Give Ss time to read the text again and then read the statements and choose the correct answers.
- Check Ss' answers.

Answer Key

1 C 2 B

5c • Listening, Speaking & Writing Skills

4 a) **Aim** To prepare for a listening task

Ask Ss to look at the gaps in the invitation and think about what words are missing and check with their partner.

Answer Key

1 noun 2 name 3 noun 4 number

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

- Play the recording. Ss listen and complete the gaps 1-4 in their notebooks.
- Check Ss' answers.

Answer Key

- 1 Saturday 3 party games
2 Main 4 01974 237145

5 **Aim** To talk about birthday celebrations

- Ask Ss to work in pairs and tell their partner the answers to the questions and talk about birthday celebrations in their country.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

- 1 We celebrate birthdays by having a party or a meal, or doing a fun activity.
2 We celebrate birthdays at home or at a restaurant.
3 During the celebration, we eat, drink, talk, dance and sing.

6 **Aim** To write an SMS

- Explain the task and give Ss time to write an SMS.
- Ask various Ss to read out the answers to the class.

Suggested Answer Key

Happy birthday to you

5d • Grammar

1 a) **Aim** To present prepositions of time

- Read out the table and explain when we use prepositions of time.
- Ask Ss to read the examples and then drill Ss. Say time expressions. Ss add *at/in/on*. Suggested prompts: March, morning, noon, Friday, winter, 3 pm, Christmas, etc.
T: March
S1: in March
T: morning
S2: in the morning
T: noon
S3: at noon, etc.

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

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

Answer Key

- 2 in 4 at 6 in 8 at 10 on
3 on 5 on 7 in 9 at

2 **Aim** To practise prepositions of time

- Explain the task and ask Ss to copy the table into their notebooks.
- Read out the examples and then give Ss time to complete the task.
- Check their answers on the board and then ask Ss to make their sentences.
- Elicit answers from various Ss.

Answer Key

at	the weekend, 4 o'clock, 7 pm, midnight, noon
on	24th January, Friday, Sunday
in	2009, the morning, the spring, the afternoon, the evening, September

Suggested Answer Key

Easter is in the spring.
My brother was born in 2009.
There is no school on Sunday.
I spend time with my family at the weekend.

3 **Aim** To practise prepositions of time using personal examples

- Explain the task and read out the example.
- Give Ss time to complete the task and then ask various Ss to read out their answers.

Suggested Answer Key

I meet my friends at the weekend.
I have lunch at 2 o'clock.
I do my homework in the afternoon.
I watch TV in the evening.
I go shopping on Friday.

4 **Aim** To present question words

- Read out the table and point out when we use each question word.
- Drill Ss. Say question words. Ss say what each one asks about.

Module 5

- T: who?
 S1: people
 T: where
 S2: place
 T: how many
 S3: quantity, etc.

5 **Aim** To practise question words

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

Answer Key

- | | | |
|---------|-----------|---------|
| 2 What | 4 How old | 6 What |
| 3 Whose | 5 Where | 7 Which |

6 **Aim** To practise question words

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

Answer Key

- | | |
|----------------------|-----------------------------|
| What's your surname? | When's your birthday? |
| Where are you from? | What's your favourite meal? |
| How old are you? | |

- Then ask Ss to ask and answer in pairs.

Suggested Answer Key

- My name's Anna.
 My surname is Albescu.
 I am from Romania.
 I'm thirteen years old.
 My birthday is on 2nd May.
 My favourite meal is burger and chips.

5e • Everyday English

1 a) **Aim** To present situational language

- Read out the Study Skills box.
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

b) **Aim** To understand the context and situation of a dialogue

- Ask various Ss to read the sentences aloud and then elicit the situation.
- Play the recording. Ss listen and follow the dialogue in their books and check.

Answer Key

The dialogue takes place in a fast food restaurant.

2 **Aim** To read for specific information

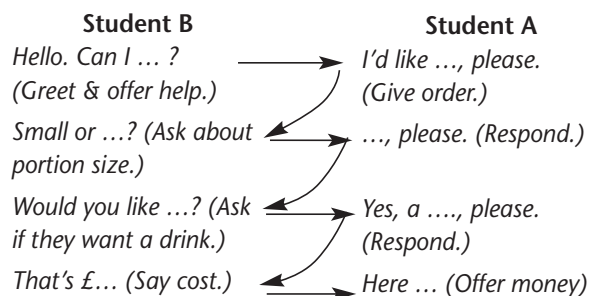
- Give Ss some time to read the dialogue again and answer the questions in the rubric.
- Check Ss' answers.

Answer Key

Angie orders a cheeseburger, a large portion of chips and a Coke. They cost £4.20.

3 **Aim** To role play a dialogue ordering food/drinks

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as the phrases in Ex. 1 and 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.



Suggested Answer Key

- B: Hello. Can I help you?
 A: I'd like a chicken sandwich, please, and chips.
 B: Large or small?
 A: Small, please.
 B: Would you like anything to drink?
 A: A diet coke, please.
 B: That's £4.00, please.
 A: Here you are.

4 **Aim** To pronounce /g/, /dʒ/

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay special attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit other words with the same sounds from Ss around the class.

Suggested Answer Key

/g/: girl, garden

/dʒ/: Germany, range

5f • Across Cultures

1 **Aim** To stimulate interest in the topic and listen and read for specific information

- Refer Ss to the pictures and headings and ask Ss to tell you what they know about these festivals. Elicit answers and ask Ss to tell you what information they would like to know about them and write their questions on the board (e.g., What do they celebrate? When do they take place?)
- Play the recording. Ss listen and follow the texts in their books and find the answers to their questions.

Suggested Answer Key

When is St Patrick's Day? (On 17th March.)

Where are the St Patrick's Day parades? (In every town.)

When did people first celebrate Children's Day? (It was first declared a national holiday in Turkey on 23rd April, 1929. The first celebration in Romania was on 1st June, 2012, where 100 children took part.)

2 **Aim** To read for specific information

- Allow Ss some time to read the texts again and answer the questions.
- Explain/Elicit the meaning of the words in the Check these words box.
- Check Ss' answers.

Suggested Answer Key

1 St Patrick's Day is on 17th March.

2 People eat Irish stew, a dish of lamb or beef with vegetables.

3 Romanians celebrate Children's Day on 1st June.

4 People can see children's work in art exhibitions at schools and in public places.

3 **Aim** To scan a text; to match sentences to pictures

- Ask Ss to scan the texts and find a sentence that describes each picture.
- Elicit answers from Ss around the class.

Suggested Answer Key

St Patrick's Day – There are marching bands, dancers and all sorts of floats.

Children's Day – There are special events in a lot of places for children to go and have fun with their parents.

4 **THINK** **ICT** **Aim** To prepare a calendar

- Divide Ss into small groups.
- Give Ss time to research online and find information about spring/winter celebrations in their country and then prepare a calendar.
- Display the calendars around the classroom.

Suggested Answer Key

MARCH



People celebrate Mărțișor all over Romania on 1st March. It means little March and it is a symbol of the spring. People pin woven red and white threads to their clothes to bring them luck in the year to come. At the end of March, they take off the threads and tie them to the branch of a fruit tree.

- Ask Ss to find or create cards for Children's Day and send them to their classmates.

Background Information

The Republic of Ireland is a small island country in the British Isles. The capital city is Dublin. It has a population of about 4.5 million.

Saint Patrick is the patron saint of Ireland. He was born in Scotland in 387. Pirates kidnapped him when he was sixteen and took him to Ireland as a slave. He escaped and went to Europe and trained to become a priest. He went back to Ireland to convert people to Christianity. He died on 17th March 460.

Module 5

5 • Fun Time

1 To consolidate vocabulary

- Explain the task and allow Ss some time to complete the puzzle.
- Check Ss' answers by asking several Ss to read their answers aloud.

Answer Key

- | | | |
|-----------|----------|----------|
| 1 sugar | 5 water | 8 chips |
| 2 pasta | 6 rice | 9 cheese |
| 3 carrots | 7 cereal | 10 soup |
| 4 bread | | |

2 To test knowledge learnt in this module

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

Answer Key

- 1 F 2 F 3 T 4 F 5 F

3 To write a quiz

- Explain the task and allow Ss time to look through Module 5 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g., All British schoolchildren eat a packed lunch (F)).
- Ss swap their quizzes with another pair, do it and then report back to the class.

Suggested Answer Key

- 1 Lettuce is a vegetable. (T)
- 2 Sweet Sixteen is an important birthday celebration in Britain. (F)
- 3 People usually celebrate Sweet Sixteen at a restaurant. (F)
- 4 St Patrick is Ireland's patron saint. (T)
- 5 There are science exhibitions on Children's Day. (F)

4 To predict content

- Explain the task. Ask Ss to look at the picture and read the title for the song. Then they look at the list of words and predict the content.
- Play the recording again for Ss to sing along.
- Play the video for Ss and elicit their comments.

Answer Key

The song is about family celebrations.

5 • Revision

1 Answer Key

fruit	drinks	vegetables
strawberries, grapes, apples, oranges	milk, tea	lettuce, potatoes, corn, cabbage

2 Answer Key

- | | | |
|---------|------------|--------|
| 1 milk | 3 Pasta | 5 rice |
| 2 salad | 4 sandwich | |

3 Answer Key

- | | | | |
|------------|-------|---------|---------|
| 1 much | 3 any | 5 When | 7 any |
| 2 a lot of | 4 any | 6 Which | 8 Where |

4 Answer Key

- 1 at 2 in 3 in 4 on 5 at 6 on

5 Answer Key

- | | |
|------------------------|-------------------|
| 1 Yes, I do. | 4 Large or small? |
| 2 Can I help you? | 5 Here you are. |
| 3 We need some butter. | |

Check your progress

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

Out & About

Topic

In this module, Ss will explore the topics of weather and clothes.

Module page

94-95

Lesson objectives: To get an overview of the module, to talk about the weather

Vocabulary: Seasons (*winter, spring, summer, autumn*); Months (*January, February, March, April, May, June, July, August, September, October, November, December*); Weather (*rainy, snowy, foggy, hot, [very] cold, cloudy, sunny, warm, windy, freezing*)

6a Reading

96-97

Lesson objectives: To listen and read for specific information, to read for key information, to talk about places in your town/village, to prepare a poster about signs

Vocabulary: Places (*supermarket, cinema, hospital, park, library, gym, museum, restaurant, department store*); Nouns (*fisherman, traffic, temple*); Adjectives (*friendly, sandy, hospitable*)

6b Grammar

98-99

Lesson objectives: To learn the imperative, to give instructions, to write instructions

6c Skills

100-101

Lesson objectives: To read for specific information, to listen for specific information, to express likes/dislikes, to describe pictures of your family and friends

Vocabulary: Clothes (*a hat, a belt, socks, a suit, a coat, a shirt, a tie, trainers, a jacket, a T-shirt, a dress, a top, boots, sandals, a jumper, trousers, gloves, a skirt, shorts*); Noun (*creation*); Verbs (*to use, to create, to attract, to earn, to take hours, to fit*); Adjective (*wrong*)

6d Grammar

102-103

Lesson objectives: To learn prepositions of movement, to learn *it-there*

6e Everyday English

104

Lesson objectives: To listen and read for gist, to role play a dialogue commenting on clothes

6f Across Cultures

105

Lesson objectives: To listen and read for cohesion & coherence, to draw a picture to match a poem

Vocabulary: Nouns (*insects, sky, snow, leaves, wind, pitter patter, ground*); Verbs (*to blow, to fall*)

Fun Time 6

106

Lesson objectives: To test/consolidate knowledge attained throughout the module; to do a quiz, to write a quiz, to listen and read for cohesion and coherence

Revision

107

Monstertrackers! 3

108-109

Module 6

What's in this module?

Read the title of the module **Out & About** and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Aim Find the page numbers for

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

Answer Key

- **a bicycle** (p. 102) *Have you got a bicycle? How often do you use it? If not, would you like to have one? Why (not)?*
- **emails** (p. 96) *Do you send emails when you are on holiday? Who do you send them to? What other times do you send emails?*
- **a poem** (p. 105) *Do you like poems? Can you write poems? What is your favourite poem? Do you learn about poetry at school?*
- **clothes** (pp. 100-101) *What clothes do you like to wear? What are your favourite clothes? What clothes do you wear at school?*

1 Aim To present the seasons and months

- Play the recording. Ss listen and repeat chorally or individually.
- Ask various Ss to say which month their birthday is in.
(Ss' own answers)

2 Aim To present types of weather

- Direct Ss' attention to the drawings and then ask Ss to read the phrases 1-10. Ss do the task.
- Play the recording. Ss listen and check their answers.

Answer Key

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

3 Aim To match seasons to weather

Talk about the weather in your country with the class by asking questions (e.g., What is the weather like outside? Is it usually like this in spring/summer, etc?) and then ask various Ss around the class to complete the sentences.

Suggested Answer Key

2 warm and sunny 3 hot 4 cloudy

4 Aim To relate the topic to the real world

Elicit today's weather.

Suggested Answer Key

It's warm and sunny today.

Game!

A Say the name of a month. Ss, one after the other, continue with the rest of the months.

T: December

S1: January

S2: February etc.

B Choose a leader. He/She mimes a weather condition. Ss, in teams, guess what the weather is like.

Leader: (mimes: freezing)

Team AS1: *It's freezing. etc.*

6a • Reading

1 Aim To listen and read for specific information

- Ask Ss to look at the pictures and guess where the teens live.
- Play the recording. Ss listen and read the text and find out.

Answer Key

The girl lives in the UK. I think that the boy lives in Thailand.

- Elicit/Explain 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 key information

- Give Ss time to read the emails again and then choose the correct answers to the questions.
- Check Ss' answers.

Answer Key

1 B 2 C

3 **Aim** To label pictures

- Ask Ss to look at the pictures of the places where Rom and Emily live and find words/phrases in the emails to label them appropriately.
- Elicit answers from Ss around the class.

Suggested Answer Key

Pic 1: Polperro, beautiful village, Cornwall, narrow streets, fishermen's cottages

Pic 2: Bangkok, capital city of Thailand, crowded, floating market

4 **Aim** To present new vocabulary

- 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.

5 **Aim** To talk about places in a town/village

Ask Ss to talk in pairs about the places in Ex. 4 and which ones there are in their town/village following the example.

Suggested Answer Key

In my town there is a supermarket, a park, a gym and a restaurant. There's isn't a cinema, a hospital, a library, a museum or a department store.

6 **Aim** To match signs to places

- Ask Ss to read the signs and choose which of the places in Ex. 4 you can see them in.
- Elicit answers.

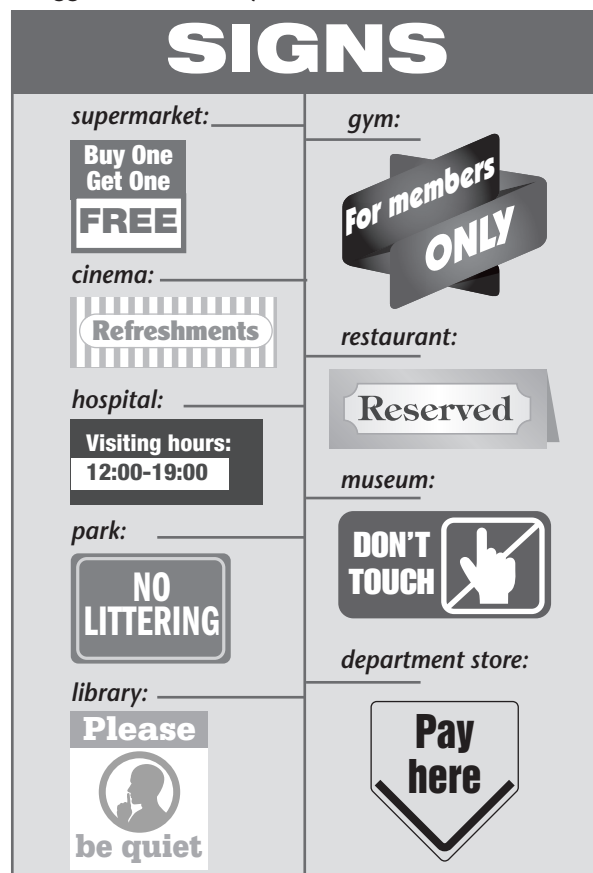
Answer Key

1 in a department store 3 in a hospital
2 in a library

7 **ICT Aim** To prepare a poster

- Divide the class into small groups and give them time to research on the Internet for signs that you can find in the places in Ex. 4 and prepare a poster.
- Have Ss present their poster to the class.
- Display the posters in the classroom.

Suggested Answer Key



6b • Grammar

1 **Aim** To present the imperative

- Give Ss time to read the table.
- Explain that we use the imperative to give orders and instructions, and to make offers and requests.
- Explain that we form the imperative with the base form of the main verb and the negative with *do not/don't* and the base form of the main verb.

2 **Aim** To present the imperative

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

Answer Key

2 Wait 3 Push 4 Leave 5 Visit

Module 6

3 **Aim** To match imperative to pictures

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

Answer Key

1 E 2 C 3 B 4 A 5 D

4 **ICT** **Aim** To give instructions

- Ask Ss to work in pairs and take turns giving and following instructions using the sentences in Ex. 3
- Monitor the activity around the class.

Answer Key

Turn on the computer, please.

Choose 'copy' from the menu.

Paste the photo in your Word document.

Print your document.

Shut down the computer.

5 **Aim** To write instructions

- Explain the task and read out the example.
- Ask Ss to write three different instructions on notes to their classmates.
- Ask various Ss to read out the notes to the class.

Suggested Answer Key

Anna, call your mum on her mobile phone.

David, tell Mr Popescu that I'll be late for football practice.

Johanna, save me a seat on the school bus.

6c • Vocabulary & Reading Skills

1 **Aim** To present and categorise vocabulary for clothes, shoes, accessories

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to write the headings in their notebooks and group the words under them.
- Ask Ss to check their answers with their partner.

Answer Key

Clothes: suit, coat, shirt, jacket, T-shirt dress, top, socks, jumper, trousers, skirt, shorts

Shoes: sandals, boots, trainers

Accessories: hat, gloves, belt, tie

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

- Play the recording. Ss listen and read the text.
- Give Ss time to read the questions and answer them.
- Check Ss' answers.

Answer Key

1 *It is a fashion show that attracts designers from all over the world.*

2 *You can see beautiful clothes made only of balloons - the kind clowns use at parties.*

3 *Each balloon dress can take hours or even days to make.*

4 *Each piece of clothing is one of a kind and only fits the model who wears it.*

- Elicit/Explain the meaning of any unknown words in the Check these words box.
- Play the video for Ss and elicit their comments.

3 **THINK!** **About you!** **Aim** To personalise the topic

Read the rubric aloud and give Ss time to complete the task. Ask various Ss to read their answers aloud to the class.

Suggested Answer Key

1 *dresses*

3 *a top and shorts*

2 *a T-shirt and jeans*

6c • Listening, Speaking & Writing Skills

4 **Aim** To listen for specific information

- Explain the task. Play the recording. Ss listen and answer the questions.
- Check Ss' answers.

Answer Key

They are friends.

1 *Anna needs a dress for a party.*

2 *Georgia.*

3 *(She buys) a top.*

4 *£10.*

5 **Aim** To express likes/dislikes

- Explain the situation and the speaking task. Ask two Ss to act out the example dialogue.
- Ss work in pairs and have a discussion, as in the example.
- Ask some pairs to have a discussion in front of the class.

Suggested Answer Key

A: Do you like this belt?

B: I love it. Do you like these trainers?

A: No, I don't really like them. Do you like these trousers?

B: They're great. Do you like this skirt?

A: It's fabulous. Do you like these boots?

B: Yes, I like them.

6 Portfolio **Aim** To write short descriptions

- Ask Ss to use family photos or pictures from magazines to write a short description of each family member's/person's clothes. Encourage the use of adjectives to make their descriptions more interesting.
- Assign the task as HW and ask Ss to present their work in class. Pin up the work on the classroom walls.

Suggested Answer Key

This is a picture of my grandfather. He is by the lake. It is hot and sunny. He is wearing his shirt, cap and jeans.



This is a picture of my mum and my brother. They are in our tent. It's windy. They are wearing jumpers and jeans.



6d • Grammar

1 **Aim** To present prepositions of movement

Go through the diagram and explain the prepositions of movement.

2 **Aim** To consolidate prepositions of movement

- Ask Ss to work in pairs and take turns miming a preposition of movement for their partner to guess.
- Monitor the activity around the class and then ask some pairs to mime a preposition for the class.

(Ss' own answers)

3 **Aim** To practise prepositions of movement

- Ask Ss to look at the pictures and then complete the story using the prepositions of movement in Ex. 1.
- Check Ss' answers.

Answer Key

2 across	5 over	8 down
3 into	6 out of	9 towards
4 along	7 through	10 off

4 **Aim** To consolidate prepositions of movement

Ask Ss to close their books and then go around the class and elicit Glenn's actions from Ss around the class and ask them to mime them.

(Ss' own answers)

5 **Aim** To present *it – there*

- Ask Ss to read the table.
- Explain that we use *it – there* as the subject in a sentence when we have no other subject.
- Explain that we use *there* with the verb *to be* to say where something is or that something/someone exists.
- Explain that we use *it* with the verb *to be* to talk about times, dates, the weather, distance, temperature and people.

6 **Aim** To practise *it – there*

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

Module 6

Answer Key

- | | | |
|---------|---------|-------------|
| 2 It | 5 There | 8 It |
| 3 It | 6 It | 9 There, it |
| 4 There | 7 it | 10 It |

7 **Aim** To describe a classroom and practise it – there

- Ask Ss to work in pairs and look at the pictures and take turns describing the classroom. Each S makes two mistakes in their description which their partner corrects.
- Monitor the activity around the class.

Suggested Answer Key

In the classroom, there are many desks and chairs. There is also a TV on the front wall and there is a whiteboard, too. There aren't any windows. It's morning or afternoon because it is quite bright outside. It's probably not a science classroom because I don't see any lab equipment. There's no one in the room.

Two mistakes:

*There aren't any windows. There are three windows in the picture.
There's a teacher in the room. There aren't any people in the picture.*

6e • Everyday English

1 **Aim** To present situational language

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

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

- Read the rubric aloud and elicit what Ss think the dialogue is about.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

The dialogue is about a customer who wants to buy something in a clothes shop.

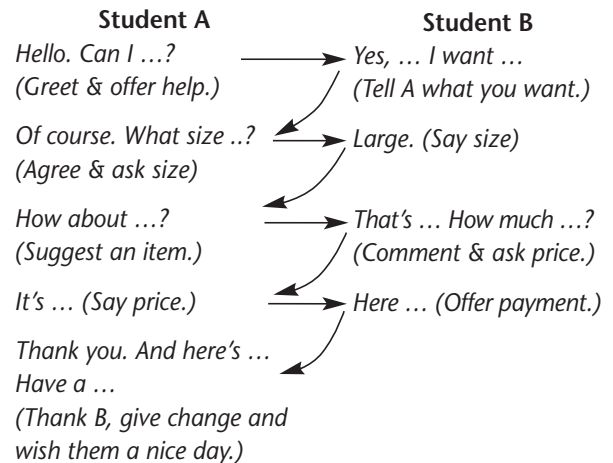
3. **Aim** To read out a dialogue to improve pronunciation & intonation

- Play the recording from Ex. 2 again. Ask Ss to pay attention to pronunciation and intonation. Ask Ss to work in pairs and take roles and read the dialogue aloud.

- Monitor the activity around the class and ask some groups to read the dialogue aloud in front of the class.

4 **Aim** To role play a dialogue buying clothes

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as the phrases in Ex. 1, clothes in the photos and 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.



Suggested Answer Key

A: Hello. Can I help you?
B: Yes, please. I want a jacket for my brother.
A: Of course. What size is he?
B: Large.
A: How about this orange one?
B: That's nice. How much does it cost?
A: It's just £32.
B: Here you are.
A: Thank you. And here's your change. Have a nice day!

5 **Aim** To pronounce /θ/, /ð/

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Elicit more words with the same sounds from various Ss around the class.

Suggested Answer Key

/θ/: third, breath

/ð/: bother, weather

6f • Across Culture

1 **Aim** To relate a piece of music to a mood

- Explain the task and explain/ elicit the meanings of the adjectives next to the faces.
- Play the recording. Ss listen and answer the questions in the rubric.

Suggested Answer Key

It is winter. Children are making snowmen. There is snow everywhere. It's freezing cold. I feel happy.

2 **Aim** To read for cohesion and coherence, and listen for clarification

- Explain the task and allow Ss some time to read the poem carefully and choose the correct word to fill each gap.
- Play the recording for Ss to listen and check their answers.
- Elicit/ Explain the meaning of the words in the Check these words box.

Answer Key

1 sky 3 leaves 5 snow
2 insects 4 wind

- Play the video for Ss and elicit their comments.

3 **Aim** To understand rhyme

- Explain the task. Write the words here and clear on the board. Elicit that two words rhyme as some part of them is pronounced the same way even though they are spelt differently and have a completely different meaning.
- Point out that usually rhyming words are placed at the end of a line in a poem.
- Allow some time for Ss to complete the task and then check Ss' answers.

Answer Key

here – clear, rain – again, comes – hum, now – brown, around – ground, hooray – play

4 **Aim** To consolidate Ss' comprehension of a poem

Ss work in small groups and draw a picture. Ask different groups to present their picture to the class. Ss describe the activities shown in the picture (if any).

(Ss' own answers)

6 • Fun Time

1 **Aim** To present idiomatic expressions related to weather

- Explain the task and direct Ss' attention to the pictures.
- Complete the task as a class by giving/ eliciting clarification for each expression.

Answer Key

1 C 2 B 3 A 4 D
1 at a loss 3 angry
2 sick 4 day dreaming

2 **Aim** To revise vocabulary taught in this module; to do a quiz

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

Answer Key/ Suggested Answer Key

1 Four – winter, spring, summer and autumn.
2 in Cornwall in England
3 No, it is cool.
4 in China
5 in autumn

3 **Aim** To practise vocabulary/ grammar taught in this module; to write a quiz

- Explain the task and allow Ss time to look through Module 6 and think of quiz questions in pairs.
- Tell Ss they can use the quiz in Ex. 2 as a model. Offer an example (e.g., What months are in spring?).
- Ss swap their quizzes with another pair, do it and then report back to the class.

Module 6

Suggested Answer Key

- 1 Is traffic a problem in Polperro? (No)
- 2 What's the weather like in Polperro in winter? (cold and windy)
- 3 What's the capital city of Thailand? (Bangkok)
- 4 How many times can you wear the clothes in the Balloon Fashion Show? (Once)
- 5 What does XL mean in UK sizes? (extra large)

4 To read for cohesion and coherence

- Go through the song and explain any unknown words.
- Play the recording for Ss to check their answers. Then play the recording again for Ss to sing along.

Answer Key

- | | | |
|-----------|----------|----------|
| 1 showers | 3 bright | 5 breeze |
| 2 sky | 4 ground | 6 bare |

6 • Revision

1 Answer Key

- | | | |
|--------------|---------|------------|
| 1 very cold | 3 rainy | 5 freezing |
| 2 (very) hot | 4 sunny | |

2 Answer Key

- | | | |
|------------|----------|-------------|
| 1 jumper | 5 shorts | 8 jacket |
| 2 skirt | 6 socks | 9 gloves |
| 3 belt | 7 coat | 10 trainers |
| 4 trousers | | |

3 Answer Key

- 1 Be quiet.
- 2 Don't arrive late.
- 3 Walk slowly.
- 4 Don't run in the classroom.

4 Answer Key

- | | | |
|--------|---------|-----------|
| 1 It | 4 There | 7 It |
| 2 past | 5 on | 8 through |
| 3 Open | 6 don't | |

5 Answer Key

- | | |
|---------------------|--------------------------|
| 1 Can I help you? | 3 How much does it cost? |
| 2 What size is she? | 4 Here you are. |

Check your progress

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

Monstertrackers!

3 The Pombéro

- Play the video for Ss and elicit their comments.

1 Answer Key

The story is about the Monstertrackers' visit to Argentina to see the Pombéro.

2 Answer Key

- 1 The Pombéro is from Argentina.
- 2 The Pombéro is short, hairy and ugly.
- 3 Fuzz looks like Pombéro.
- 4 You can see the Pombéro at night.
- 5 People leave presents for the Pombéro to make it happy.

3 Answer Key

- | | | |
|----------|------------|-----------|
| 1 ugly | 4 scared | 6 insects |
| 2 hair | 5 presents | 7 funny |
| 3 houses | | |

4 Answer Key

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

Fact or Fiction?

Answer Key

- Fact
- Fact

Festivities

Suggested Answer Key

A: This hat is great. Thanks a lot.

B: You're welcome.

5 **Aim** To write Christmas cards

Tell Ss to search online for Christmas cards and either print them or make similar cards of their own and then write a greeting inside them (e.g. *Merry Christmas*) and give them to their classmates.

Ss' own answers

Valentine's Day in Australia

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

- Play the recording. Ss listen to and read the text.
- Give Ss time to label the pictures with the words in bold from the text in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|----------|----------------|-----------|
| 1 gifts | 4 Cupid | 6 flowers |
| 2 sweets | 5 chocolate(s) | 7 hearts |
| 3 cards | | |

2 **Aim** To talk about Valentine's gifts in Romania

- Ask Ss to make a list of popular Valentine's gifts in Romania.
- Then have Ss tell their partner.
- Ask various Ss to tell the class.

Suggested Answer Key

The most popular Valentine's gifts in Romania are flowers and chocolates.

3 **Aim** To create a Valentine's Day card

- Give Ss time to create a Valentine's Day card.
- Tell Ss to include symbols of Valentine's Day. (e.g. hearts, flowers, etc).
- Display the cards around the classroom.

Ss' own answers

4 **Aim** To prepare a photo album about winter celebrations and special days in other countries.

- Ask Ss to search the Internet to find cards about winter celebrations and special days in other countries.

- Show them the example of the Chinese New Year.
- Then, tell Ss that they should collect photos for each celebration or special days and prepare a photo album.
- Assign this exercise for HW and tell Ss to showcase their photo album in the next lesson.

Ss' own answers

Birthdays in Canada

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

- Play the recording. Ss listen to and read the text.
- Ask Ss to read the questions and give them time to answer them in their notebooks.
- Elicit answers from Ss around the class.

Answer Key

- 1 They celebrate birthdays with parties.
- 2 They bring presents and cards
- 3 Julia's
- 4 It's on 12th May at 6 pm.

2 **Aim** To compare birthdays in Romania and birthdays in Canada.

Read the question aloud and elicit answers from Ss around the class.

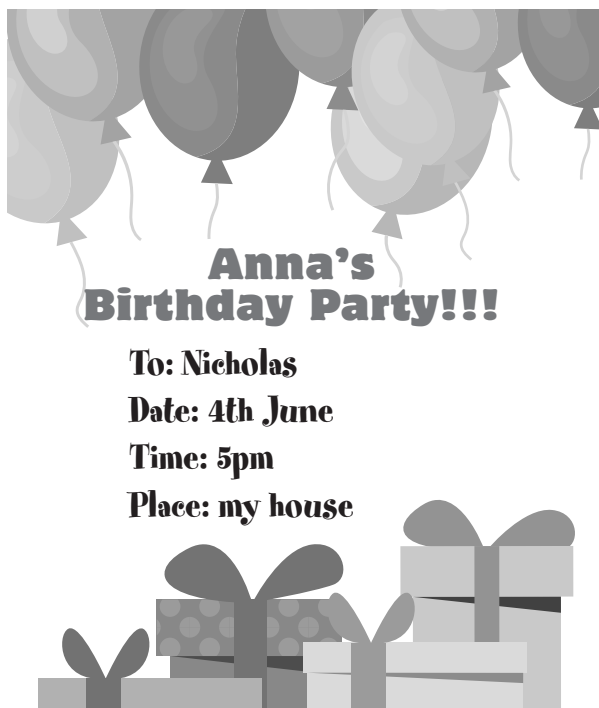
Suggested Answer Key

Romanian birthday parties are very like Canadian birthday parties. They just haven't got a coin inside the cake.

3 **Aim** To write an invitation

- Explain the task and give Ss time to write an invitation similar to the one in Ex. 1.
- Have various Ss show their invitation to the class.

Suggested Answer Key



4 **Aim** To create a birthday card

- Explain the task and give Ss time to create a birthday card for their partner.
- Tell Ss to write a greeting from the box and add a picture.
- Ask various Ss to share their cards with the class.

Suggested Answer Key

Happy Birthday, Anna!!!!

Have a great day!

I wish you all the best.

Love,

Nicholas

5 **Aim** To write an SMS message

- Give Ss time to write their SMS message using the sample language to help them.
- Ask various Ss to read their message to the class.

Suggested Answer Key

Congratulations on your 13th birthday, Anna!

6 **Aim** To role play a dialogue organising a surprise party

- Have Ss read the dialogue and then take roles and act out a similar dialogue in closed pairs.
- Monitor the activity around the class and then have some pairs act out their dialogue in front of the class.

Suggested Answer Key

A: Hey, Anna, have you got everything for Nicholas' surprise party?

B: Well, I've got the candles. Have you got the cake?

A: Yes, I have. I've also got the hats.

B: OK. Where are the presents?

A: In the kitchen. I hope Nicholas likes it.

B: Don't worry.

Evaluation Key

Evaluation (Modules 1-2)

- 1 1 Italian 4 Spanish
2 British 5 American
3 Romanian
- 2 1 bath 3 sofa 5 sink
2 book 4 carpet
- 3 1 my 3 are 5 aren't
2 is 4 aren't 6 is
- 4 1 boys 3 brushes 5 teeth
2 scarves 4 men 6 leaves
- 5 1 in front of 3 on 5 between
2 in 4 on
- 6 1 How are you? 4 Hello
2 Good morning 5 Nice to meet you
3 Not bad

Evaluation (Modules 3-4)

- 1 1 run 3 tall 5 fly
2 old 4 long
- 2 1 guitar 4 ankle 7 weak
2 dog 5 hat 8 son
3 young 6 aunt
- 3 1 This 6 John's
2 has 7 her
3 can 8 can't
4 Those 9 has
5 haven't 10 children's
- 4 1 don't work 4 doesn't watch
2 go 5 Does she go
3 don't go
- 5 1 b 2 a 3 e 4 c 5 d

Evaluation (Modules 5-6)

- 1 1 A 2 C 3 A 4 C 5 B
- 2 1 jacket 2 coat 3 boots 4 skirt
- 3 1 It 3 through 5 on
2 past 4 Open
- 4 1 much 3 When 5 any
2 Which 4 a lot of
- 5 1 Can I help you? 3 How much does it cost?
2 What size is he? 4 Here you are.

Student's Book Audioscripts

Module 1

Exercise 4a (p. 27)

Bob: Hello. I am a new student. My name's Bob. What's your name?

Susan: Hi Bob. My name's Susan Brown.

Bob: Oh, your surname is like the colour!

Susan: Yes, B-R-O-W-N.

Bob: OK. So, where are you from Susan? I'm from the USA.

Susan: I'm from the UK.

Bob: How old are you, Susan?

Susan: I'm thirteen years old.

Bob: I'm thirteen too. What's your favourite subject?

Susan: Art. What about you?

Bob: Art, too. Painting is great. And what's your favourite sport?

Susan: My favourite sport's swimming.

Bob: Mine's hockey. It's just great. Come and see us one day.

Susan: Sure.

Module 2

Exercise 5 (p. 41)

Our house is in a terrace, which means there are houses on both sides. There are three floors in total: the ground floor, the first floor and the second floor. My bedroom is right at the top. All the windows are square. The front door is red and the roof is flat. We don't have a garden, which is a shame, as I like flowers and plants. But there are trees on the street outside our house.

Module 3

Exercise 2 (p. 50)

Girl: Hi, Peter. You've got a beautiful scarf.

Peter: Thank you, Mary. It's new.

Girl: Have you got gloves too?

Peter: No, I haven't got gloves today – my hands aren't cold.

Girl: Is that a basketball in your school bag?

Peter: No. It's a helmet.

Exercise 6 (p. 57)

Anna: Hi, John. Tell me about your classmates. Can Tony play basketball?

John: No, he can't. But Tony can dance very well.

Anna: Who can run very fast?

John: Sue can. She does athletics.

Anna: What about Lyn? Can she ski?

John: No, she can't. Lyn likes music. She can play the guitar. Peter can ski. He likes snow.

Anna: Can Mary play basketball?

John: Yes, she can. She's good at sports – but she can't climb.

Module 4

Exercise 3 (p. 70)

Girl: Bob, what does your dad do?

Bob: Dad's a mechanic. He repairs cars in a garage.

Girl: And your mum? I remember she types letters in an office.

Bob: No, she isn't a secretary. Mum works in a school. She teaches History to young children.

Girl: Is your brother Tony a doctor?

Bob: He works in a hospital, but he isn't a doctor. He's a nurse. He looks after sick people.

Girl: I know your sister – she flies planes.

Bob: No! Not my sister. My cousin Joan is a pilot. My sister Mary photographs famous people.

Girl: She's a photographer? That's nice. And what's your cousin John's job?

Bob: John? Oh, he says he wants to be a footballer, but really he looks after sick animals.

Module 5

Exercise 4b (p. 87)

Jim: Hi Sally, it's Jim here.

Sally: Hi Jim! What's up?

Jim: I'm calling to check if you have an invitation to my party.

Sally: No, I haven't.

Jim: Oh, dear. Well, just so you know - you are invited!

Sally: Thank you very much! Is it your birthday?

Jim: Yes, it's my fourteenth birthday. It's on Saturday the sixteenth of May.

Sally: I'd love to come! What time is it?

Jim: It's at seven o'clock. It's at the Blue Lagoon restaurant, 54 Main Street.

Sally: What will we be doing?

Jim: Oh, you know - eating lots of food, playing party games, listening to great music and having fun! I hope you won't miss it.

Sally: It sounds great, but I'll have to check with my mum and dad.

Jim: When you do, call me back on this number: 01974 237145.

Module 6

Exercise 4 (p. 101)

Georgia: Do you like this top, Anna?

Anna: It's great, but I really need a dress for the party.

Georgia: Look at this dress, Anna! It's fabulous!

Anna: It's a pretty colour.

Georgia: Why don't you try it on?

Anna: I'd rather not. It's too expensive.

Georgia: You are right. £100 for a dress is too much.

Anna: Let's go to another shop.

Georgia: OK. Just wait for me to pay for the top and we'll go.

Anna: How much is it?

Georgia: £10. It's a bargain.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
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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.	
• listen and read for specific information	
• give personal details	
• listen and read for gist	
• listen for specific information	
• to read for gist	
• act out dialogues practising greetings	
• pronounce \eɪ\ \æ\	
Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a short paragraph about yourself	
• write a short email about yourself	
• make a chart about the education system in your country	

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.**

• listen and read for gist,	
• read for specific information	
• describe rooms	
• pronounce /s/, /z/, /tʒ/	
• listen and read for key information	
• listen for key information	
• describe your house	
• describe location	
• listen and read for gist	
• read for specific information	
• act out a dialogue talking about your room & your things	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• draw and write about your ideal bedroom	
• write an SMS about your house	
• write a description of your room	
• create a poster about landmarks in your country	

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.

• read and listen for key information	
• read for specific information	
• describe appearance	
• listen and read for gist	
• read for specific information	
• talk about abilities	
• listen for specific information	
• talk about possessions	
• learn intonation of stressed syllables	
• listen and read for gist	
• read for specific information	
• act out a dialogue talking about possessions	
• pronounce /æ/, /a:/	
• listen and read for key information	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about your favourite cartoon character	
• create a poster of famous cartoon characters from your country	
• write a short text about an amazing person	
• write about your abilities	
• draw a map of your country and the souvenirs you can buy	

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.**

• listen and read for gist	
• read for specific information	
• talk about your family	
• talk about jobs	
• listen for specific information	
• listen and read for gist,	
• read for key information	
• practise describing a person	
• listen and read for gist	
• read for specific information	
• talk about Mother's Day	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• draw/create a family tree	
• write a text about your family	
• write a note	
• to find/make a card and write an SMS	

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.

• read for specific information	
• read for cohesion and coherence	
• act out a dialogue for shopping	
• deciding what to buy and making a shopping list	
• listen and read for gist	
• read for specific information	
• listen for specific information	
• talk about birthday celebrations	
• listen and read for context and situation	
• roleplay a dialogue ordering food/drinks	
• pronounce /g/, /dʒ/	
• listen and read for specific information	
• read for key information	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a text about your school lunch	
• write an SMS	
• prepare a calendar of spring/winter celebrations	

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.

• listen and read for specific information,	
• read for key information	
• talk about places in your town/village	
• give instructions	
• read for specific information	
• listen for specific information	
• express likes/dislikes	
• describe pictures of your family and friends	
• listen and read for cohesion & coherence	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• prepare a poster about signs	
• write instructions	
• draw a picture to match a poem	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
listen and read for specific information			
give personal details			
listen and read for gist			
listen for specific information			
to read for gist			
act out dialogues practising greetings			
pronounce \eɪ\ \æ\			
write a short paragraph about myself			
write a short email about myself			
make a chart about the education system in my country			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
listen and read for gist			
read for specific information			
describe rooms			
pronounce /s/, /z/, /ɪz/			
listen and read for key information			
listen for key information			
describe your house			
describe location			
listen and read for gist			
read for specific information			
act out a dialogue talking about my room & my things			
draw and write about my ideal bedroom			
write an SMS about my house			
write a description of my room			
create a poster about landmarks in my country			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
read and listen for key information			
read for specific information			
describe appearance			
listen and read for gist			
read for specific information			
talk about abilities			
listen for specific information			
talk about possessions			
learn intonation of stressed syllables			
listen and read for gist			
read for specific information			
act out a dialogue talking about possessions			
pronounce /æ/, /a:/			
listen and read for key information			
write about my favourite cartoon character			
create a poster of famous cartoon characters from my country			
write a short text about an amazing person			
write about my abilities			
draw a map of my country and the souvenirs I can buy			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
listen and read for gist			
read for specific information			
talk about your family			
talk about jobs			
listen for specific information			
listen and read for gist			
read for key information			
practise describing a person			
listen and read for gist			
read for specific information			
talk about Mother's Day			
draw/create a family tree			
write a text about your family			
write a note			
to find/make a card and write a SMS			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
read for specific information			
read for cohesion and coherence			
act out a dialogue for shopping			
decide what to buy and make a shopping list			
listen and read for gist			
read for specific information			
listen for specific information			
talk about birthday celebrations			
listen and read for context and situation			
roleplay a dialogue ordering food/drinks			
pronounce /g/, /dʒ/			
listen and read for specific information			
read for key information			
write a comment on a blog about my school lunch			
write an invitation to an event			
prepare a calendar of spring/winter celebrations			

Progress Report Card

..... (name) can:

Module 6

	very well	OK	not very well
listen and read for specific information			
read for key information			
talk about places in your town/village			
give instructions			
read for specific information			
listen for specific information			
express likes/dislikes			
describe pictures of my family and friends			
listen and read for cohesion & coherence			
prepare a poster about signs			
write instructions			
draw a picture to match a poem			

Limba modernă 2- Limba engleză

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