

Right on!

**Limba modernă 1
engleză**

Clasa a VI-a

Teacher's Book

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Introduction to the Teacher

This course is a modular course for learners studying English for Grade 6, L1 Advanced. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

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

Course Components

Student's Book

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

Workbook

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

Teacher's Book

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

Class Audio CDs

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

Digital Book

The **Digital Book** contains all the material in the Student's Book, Teacher's Book and Audio CDs and

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

ELEMENTS OF THE COURSEBOOK

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

Each module contains the following sections:

Vocabulary

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

Reading

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

Grammar

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

Listening

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

Speaking

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

Everyday English

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

Pronunciation

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

Writing

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

Across Cultures/CLIL

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

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

Progress Check

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

World Tales

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

American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

Presentation Skills

This section helps learners develop their public speaking skills. It contains age-appropriate models and effective techniques to help Ss develop and organise their presentations as well as useful tips to support and guide them.

Fun Time & Songs

This section reviews the module in a fun way. It includes games that revise information presented in the module. It also has songs that are connected to the themes of the modules. Listening to lively, high quality songs is a humanistic activity which lowers the Ss' affective filters and allows them to absorb language more easily.

Festivities

This section aims to develop Ss' cultural awareness providing them with information about festivities and celebrations in English-speaking countries. The texts are followed by fun activities to give Ss the opportunity to process the information they have learnt.

Evaluations

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

Irregular Verbs

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

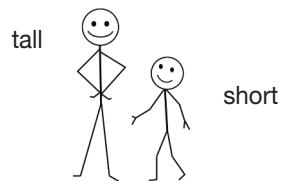
Suggested teaching techniques

A Presenting new vocabulary

Much of the new vocabulary in the course is presented through pictures. Ss are asked **to match the pictures to listed words/phrases**. (See *Student's Book, Module 1 p. 14, Ex. 1.*)


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

- **Miming.** Mime the word you want to introduce. For instance, to present the verb *sing*, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: 'powerful'.
 - present the word **strong** by giving its opposite: 'weak'.
 - present the word **weekend** by paraphrasing it: 'Saturday and Sunday'.
 - present the word **famous** by giving its definition: 'very well-known (person or thing)'.
- **Example.** Use of examples places vocabulary into context and consequently makes understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: 'Bucharest is a city, but Titu is a town.'
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



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

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

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

B Choral & individual repetition

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

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

C Listening & Reading

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

- **Listening for detail.** Ss listen for specific information. (*See Student's Book, Module 3, p. 49, Ex. 5*)
- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 3, p. 48, Ex. 1. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ask Ss to read for specific information. (*See Student's Book, Module 2, p. 40, Ex. 2. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

Note: VIDEOS

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

D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (*See Student's Book, Module 2, p. 37, Ex. 3 where Ss use the same structures to act out a dialogue.*)
- Ss are led to free speaking activities. (*See Student's Book, Module 1, p. 20 Ex. 3 where Ss are provided with the necessary lexical items and structures and are asked to make descriptions a friend or a family member.*)

E Writing

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

- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Module 3, p. 49, Ex. 6. Ss are asked to write a blog comment.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

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

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

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

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

G Correcting students' work

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

- **Oral accuracy work:**
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

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

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

H Class organisation

- **Open pairs**

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See *Student's Book, Module 1, p. 18, ex. 2*)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Student's Book, Module 2, p. 33, ex. 5*)

- **Stages of pairwork**

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

- **Group work**

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

- **Rolling questions**

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

I Using L1 in class

Use L1 in moderation and only when necessary.

Abbreviations

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

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


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

 listening


 pairwork


 groupwork

 words to be explained using the context each appears in

 **Note** grammar explanations or vocabulary items

 **Grammar** grammar explanations


 ICT – research


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

 **Game!** games

 presentations

 **Video** animation/video

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

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

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

Welcome back

(pp. 8 - 9)

1 **Aim** To practise countries & nationalities

- Ask Ss to look at the pictures, read the text and then complete the sentences.
- Check Ss' answers and then elicit Ss' nationality and hobby.

Answer Key

- | | |
|------------|---------------|
| 1 American | 4 Australian |
| 2 Spanish | 5 Argentinian |
| 3 British | 6 Japanese |

2 **Aim** To practise cardinal numbers

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

Answer Key

sixty-one
thirteen
a/one hundred and six
twenty
a/one thousand
eighty-three

- Then ask Ss to write their house number.

(Ss' own answers)

3 **Aim** To practise ordinal numbers

- Read out the example and ask Ss to write the ordinal numbers in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|--------------|
| 2 twelfth | 5 seventieth |
| 3 forty-fifth | 6 first |
| 4 fifty-seventh | |

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

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

Answer Key

- 2 Is, Yes, he/she is.
3 Are, No, they aren't. They're doctors.
4 Is, Yes, she is.
5 Are, Yes, I am.
6 Is, No, it isn't. It's blue.

5 **Aim** To practise subject/object personal pronouns – possessive adjectives – possessive pronouns

- Ask Ss to read out the grammar table and then read the exchanges and choose the correct items.
- Check Ss' answers.

Answer Key

- 1 A: your
B: mine, her, Mine, you, it
2 A: their
B: they, my, them
3 A: I, our
B: it, their, Ours

6 **Aim** To practise can

- Ask Ss to read the text and complete the gaps with *can/can't*.
- Check Ss' answers.

Answer Key

- | | | | |
|-------|---------|---------|-------|
| 1 can | 3 can't | 5 can | 7 Can |
| 2 can | 4 can't | 6 can't | |

(pp. 10 - 11)

1 **Aim** To practise vocabulary for family members

- Ask Ss to look at the family tree and write the missing family members in the gaps.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|----------|----------|
| 1 grandma | 3 aunt | 5 cousin |
| 2 mum | 4 sister | |

2 a) **Aim** To practise have got (affirmative/negative)

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

Answer Key

- | | |
|---------------|--------------|
| 1 haven't got | 4 hasn't got |
| 2 have got | 5 have got |
| 3 has got | 6 hasn't got |

Welcome back

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

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

Answer Key

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

3 **Aim** To practise possession

- Write on the board.
It's the boys room. It's his room.
They are the boys balls. They are their balls.
This is Ann and Kates room.
These are Anns and Kates bicycles.
It's the womens office.
- Ask Ss to put apostrophes in each sentence to show possession. Elicit/Review possession.
It's the boy's room. (singular noun + 's)
They are the boys' balls. (plural noun + ')
This is Ann and Kate's room. (Ann and Kate share possession)
These are Ann's and Kate's bicycles. (each one has their own bicycle)
- Ask Ss to look at the family tree again, read the sentences and choose the correct items.
- Check Ss' answers.

Answer Key

- 1 *Kim's, Kristy and George's*
- 2 *John and Kate's*
- 3 *Sheila and Helen's*
- 4 *boys'*
- 5 *girls'*

4 **Aim** To practise plurals

- Give Ss time to write the plurals and then ask Ss to compare their answers with their partner.
- Check Ss' answers.

Answer Key

- | | | |
|------------------|------------------|-------------------|
| 1 <i>books</i> | 4 <i>feet</i> | 7 <i>potatoes</i> |
| 2 <i>women</i> | 5 <i>watches</i> | 8 <i>ladies</i> |
| 3 <i>glasses</i> | 6 <i>brushes</i> | |

Extra Activity

Divide the class into two teams. Say various nouns. Ss write the plural form. Each correct answer gets 1 point. The team with the most points is the winner.

Suggested nouns: *match, boy, strawberry, tooth, tomato, bus, class, baby, man, child, day, hero, dish, box, quiz, knife, person, radio.*

Remind Ss that nouns ending in vowel + o add -s
e.g. video - videos

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

- Explain the task.
- Elicit that we use *this/these* for people/things near us and *that/those* for people/things far from us.
- Give Ss time to complete it and then check their answers.

Answer Key

- 1 *This, dress, that, jacket*
- 2 *This, scarf, those, trousers*
- 3 *Those, gloves, these, trainers*

(pp. 12 - 13)

1 **Aim** To practise prepositions of place

- Ask Ss to look at the picture, read the sentences and choose the correct items.
- Check Ss' answers.

Answer Key

- 1 *between, lamps, behind*
- 2 *cushions, on, sofas*
- 3 *carpet, under, coffee tables*

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

- Ask Ss to look at the picture and then complete the sentences.
- Check Ss' answers.

Answer Key

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

Welcome back

3 **Aim** To practise the days of the week

Give Ss time to write the missing days and then check their answers.

Answer Key

1 Monday 2 Tuesday 3 Thursday

4 **Aim** To practise seasons and months

- Ask Ss to draw a symbol for each season and write the months, as in the example. Help Ss if necessary.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

Spring

March, April, May

Summer

June, July, August

Autumn

September, October, November

5 a) **Aim** To practise vocabulary for school subjects

- Elicit various school subjects from Ss (e.g. *Geography, Maths, History, ICT, etc.*).
- Give Ss time to choose the correct school subjects and then check their answers.

Answer Key

1 Maths 3 History
2 Geography 4 PE

b) **Aim** To talk about school subjects

Ask Ss to tell their partner about their favourite school subjects and then ask some Ss to tell the class.

Suggested Answer Key

My favourite school subjects are English and ICT.

6 a) **Aim** To practise question words

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

Answer Key

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

b) **Aim** To practise question words

- Explain the task.
- Give Ss time to complete the task. Ss work in closed pairs.
- Check Ss' answers.

Answer Key

1 What 3 Where 5 When
2 How 4 What 6 Who

Suggested Answer Key

1 *Andrei Stefan* 4 *It's 0314562781.*
2 *I'm 14 years old.* 5 *10th October*
3 *I'm from Romania.* 6 *Dorin*

Aim To practise telling the time

- Ask Ss to read the diagram, write the time for each clock and then answer the questions about a typical Monday at school.
- Elicit answers from Ss around the class.

Answer Key

1 *It's half past four./It's four thirty.*
2 *It's six o'clock.*
3 *It's (a) quarter past eight./It's eight fifteen.*
4 *It's (a) quarter to seven./It's six forty-five.*

Suggested Answer Key

On Monday, lessons start at 8:30 am and finish at 3:00 pm. I have got English at 10:15, History at 11:30 and PE at 12:45.

Module 1 My World

Topic

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

Module page

14-15

Lesson Objectives: To get an overview of the module, to learn daily routines, to talk about daily routines

Vocabulary: Daily routines (*get up, get dressed, have breakfast, catch the bus, have lessons, have lunch, hang out with friends, come back home, have a snack, do homework, have swimming practice, have a shower, have dinner, chat with friends, go to sleep*); Times of the day (*in the morning, in the afternoon, in the evening*)

1a Reading

16-17

Lesson Objectives: To listen and read for specific information, to read for specific information, to learn free-time activities, to write and talk about free-time activities and preferences

Vocabulary: Free-time activities (*read a book, play sports, watch TV, play online/board games, listen to music, chat with friends online, go to the cinema, exercise, draw/paint, spend time with family/friends, go shopping, play with a pet, go bowling, go to the mall*); Nouns (*project, reindeer, board game, social media*); Verb (*chat*); Phrase (*post comments*)

1b Grammar

18-19

Lesson Objectives: To learn the present simple, to learn adverbs of frequency

1c Vocabulary

20

Lesson Objectives: To learn about appearance and character

Vocabulary: Appearance (**height/weight:** *short/thin, of medium height/slim, tall/chubby*; **hair:** *wavy/black, curly/red, straight/long/fair, short/brown*; **eyes:** *blue, green, brown*; **age:** *young, in his (early/mid/late) twenties/thirties, old*; **other:** *moustache, glasses, beard*); Character (*cheerful, selfish, generous, popular, talkative, bossy, energetic, honest, impatient*)

1d Everyday English

21

Lesson Objectives: To complete a dialogue, to act out a dialogue describing a person, to pronounce /a:/, /æ/

1e Grammar

22-23

Lesson Objectives: To learn the present continuous, to compare the present simple and the present continuous, to learn stative verbs

1f Across Cultures

24-25

Lesson Objectives: To listen and read for gist, to read for specific information, to listen for specific information, to practise punctuation, to write an email about your school & classroom

Vocabulary: Nouns (*office building, canteen, gym, flood, library*); Phrase (*pass an exam*)

1 CLIL (Citizenship)

26

Lesson Objectives: To listen and read for gist, to read for key information, to talk about being a good student

Vocabulary: Verbs (*realise, waste, respect, treat*); Adjective (*polite*); Phrases (*pay attention, set a limit, raise your hand*)

Flash Time 1

27

Lesson Objectives: To design a perfect school, to draw a map, to present your perfect school, to learn about the value of self-respect

Progress Check 1

28-29

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

Module 1

What's in this module?

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

1 **Aim** To present vocabulary for daily routines

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

2 **Aim** To talk about your Monday routine

Ask various Ss around the class to tell the rest of the class about their Monday routine following the example and using the phrases from Ex.1.

Suggested Answer Key

I get up at six fifteen in the morning. Then I get dressed and have breakfast. After that, I catch the bus at seven thirty and go to school. I have lunch at twelve thirty. After school, I hang out with my friends and at four o'clock in the afternoon, I come back home. At five o'clock, I do my homework and at seven thirty, I have dinner. I go to sleep at nine o'clock in the evening.

3 **Aim** To compare your Monday routine

Ask Ss to work in pairs and compare their Monday routines. Then ask various Ss to compare their Monday routines in front of the class, following the example.

Suggested Answer Key

Anna catches the bus at eight fifteen in the morning. I catch the bus at seven thirty in the morning.

Anna comes back home at three forty-five in the afternoon. I come back home at four o'clock in the afternoon.

Anna does her homework at five fifteen in the afternoon. I do my homework at five o'clock in the afternoon.

1a • Reading

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

- Ask Ss to read the two sets of phrases.
- Play the recording. Ss listen and read the text.
- Ss match the phrases. Check Ss' answers.

Answer Key

1 c 2 a 3 b

2 **Aim** To read for specific information

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

Answer Key

1 R 2 DS 3 W

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

3 a) **Aim** To present free-time activities

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

b) **Aim** To identify free-time activities

Ask Ss to look at the pictures and then elicit which activities they show from Ss around the class.

Answer Key

1 play a board game	5 go shopping
2 play a sport	6 go to the
3 listen to music	cinema
4 play with a pet	7 paint

4 **Aim** To talk about free-time activities and express preferences

- Explain the task and read out the speech bubbles.
- Ask Ss to talk in pairs expressing their preferences about the free-time activities in Ex.3a and then give them time to write their speech bubbles.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I dislike playing board games.

I like going shopping.

I don't mind listening to music.

Module 1

5 **Aim** To summarise a text

Give Ss time to consider their answers, then ask various Ss to say/write and then read their summary of the text on p. 16.

Suggested Answer Key

Ross wants to learn about daily life in Sweden. Dure is 12. He lives in Sweden. He is Swedish and Sámi. His family has reindeer. He gets up at 7 and walks to school. Lessons start at 8.30 and finish at 3. He plays football after school, then goes home and does his homework. He eats with his family in the evening. Sometimes they play a board game. He usually watches TV or goes online and posts comments on social media.

1b • Grammar

1 **Aim** To present the present simple (affirmative)

- Read out the grammar theory, the **Grammar** box and the cartoon.
- Explain the task and go through the sentences. Then give Ss some time to complete the gaps in the sentences.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|------------|
| 1 do | 3 finishes |
| 2 watches, goes | 4 studies |

2 **Aim** To present adverbs of frequency

- Read out the grammar theory and the **Note** box.
- Explain the task and read out the example.
- Ask Ss to work in pairs and ask and answer questions using the prompts and following the example.
- Check Ss' answers.

Answer Key

- 2 A: How often does your mum chat online?
 3 A: How often do you go to bed late?
 4 A: How often do you play football?
 5 A: How often does your dad go shopping?

Suggested Answer Key

- 2 B: She hardly ever chats online.
 3 B: I often go to bed late.
 4 B: I never play football.
 5 B: He sometimes goes shopping.

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

- Read out the grammar table, the **Grammar** box and the cartoon.
- Explain the task and give Ss some time to rewrite the sentences.
- Check Ss' answers.

Answer Key

- 1 She doesn't get up at 7:00 am every morning.
 2 I don't do my homework after dinner.
 3 Martin doesn't watch TV at 8:30 pm.
 4 Jack and Paul don't catch the bus to school.

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

- Read out the grammar table, the **Grammar** box and the cartoon.
- Explain the task and give Ss some time to complete it.
- Elicit answers from Ss around the class.

Answer Key

- 1 Do you get up at 7:00?
 2 Do your parents catch the bus to work?
 3 Do you do your homework after school?
 4 Do you have dinner at 5:30?
 5 Do you go to bed at 11:00?

Suggested Answer Key

- | | |
|-------------------|----------------|
| 1 Yes, I do. | 4 No, I don't. |
| 2 No, they don't. | 5 Yes, I do. |
| 3 Yes, I do. | |

1c • Vocabulary

1 a) **Aim** To present vocabulary for appearance

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

b) **Aim** To describe people's appearance

- Ask Ss to look at the pictures. Elicit words Ss can use to describe each person. Allow Ss a few minutes to prepare their answers.
- Check Ss' answers.

Suggested Answer Key

- 1 Ann is in her early twenties. She is of medium height and she is thin. She has got wavy, brown hair.

Module 1

- 2 *Bob is old. He is tall and chubby. He has got straight, short, grey hair. He has also got a beard and a moustache.*
- 3 *Sue is young. She is short and thin. She has got straight, long, black hair and brown eyes.*

2 **Aim** To present vocabulary for character

- Ask Ss to read the adjectives (1-9) and match them to their justifications (a-i).
- Ask Ss to check their answers in their dictionaries.

Answer Key

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

3 **Aim** To talk about people's character

- Ask Ss to talk about their friends' and family members' character in closed pairs.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

A: *What is your dad like?*

B: *He's very generous. He likes giving people things. He's sometimes a bit impatient. He hates waiting for things. etc*

1d • Everyday English

1 a) **Aim** To read for specific information

Ask Ss to read the dialogue and then identify the person the speakers are talking about.

Answer Key

A

b) **Aim** To complete a dialogue

Give Ss time to complete the dialogue with the missing sentences (A-E).

Answer Key

1 B 2 A 3 D 4 E

2 **Aim** To listen for confirmation

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

3 **Aim** To read for specific information

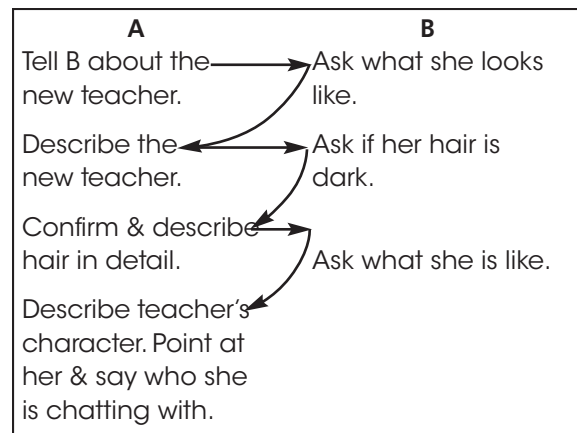
Give Ss time to read the dialogue again and elicit answers to the questions from Ss around the class.

Answer Key

The new teacher is of medium height and he is quite slim. He's got dark hair, a short beard and a moustache. He's cheerful and very popular.

4 **Aim** To role-play a dialogue describing a person

- Explain the situation.
- Tell Ss that they can use the pictures and the accompanying vocabulary to complete the task.
- Ss complete the task in pairs.
- Write this diagram on the board for Ss to follow.



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

Suggested Answer Key

A: *Our new English teacher is great.*

B: *Really? What does she look like?*

A: *Well, she's tall and slim.*

B: *Oh, really? Is her hair dark?*

A: *Yes, and it's long and curly.*

B: *What's she like?*

A: *She's quite funny and very clever! Look! She's chatting with Mr Prosser!*

A: *Our new History teacher is great.*

B: *Really? What does she look like?*

A: *Well, she's of medium height and she's thin.*

B: *Oh, really? Is her hair dark?*

Module 1

- A: *No, it's short and blonde.*
 B: *What's she like?*
 A: *She's cheerful and energetic. Look! She's chatting with Mr Prosser!*

Pronunciation

Aim To pronounce /ɑ:/, /æ/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then elicit more words with these sounds.

Answer Key

/ɑ:/ *start, large* /æ/ *bat, cat, Maths*

1e • Grammar

1 **Aim** To present the present continuous (affirmative)

- Read out the grammar theory, the **Grammar** box and the cartoon.
- Ask Ss to read the sentences and then give them time to complete them.
- Check Ss' answers around the class.

Answer Key

1 *is playing* 3 *is studying*
 2 *are watching* 4 *am doing*

2 **Aim** To present the present continuous (negative)

- Read out the grammar table and the cartoon.
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

2 *No, she isn't sleeping. She's reading a book.*
 3 *No, they aren't listening to music. They're playing a board game.*
 4 *No, he isn't eating a sandwich. He's drinking milk.*

3 a) **Aim** To present the present continuous (interrogative & short answers)

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

Answer Key

- 2 *Are Lisa and Vicky eating? No, they aren't.*
 3 *Is Carl reading a book? Yes, he is.*
 4 *Is Carl sitting on the floor? No, he isn't.*
 5 *Is Dad working on the laptop? Yes, he is.*
 6 *Is Mum watching TV? No, she isn't.*

b) **Aim** To describe a picture using the present continuous

- Explain the task and ask Ss to work in pairs and take turns describing the picture to their partner using the present continuous. Remind Ss to use the names from Ex.3a.
- Monitor the activity around the class.

Suggested Answer Key

In the picture, the sun is shining. Lisa and Vicky are sitting on the floor. They are playing video games. Carl is sitting on the sofa. He is reading a book. Mum is talking on the phone. Dad is working on his laptop.

4 **Aim** To compare the present simple and the present continuous

- Read out the **Grammar** box and ask Ss to read the gapped text and fill the gaps with the correct form of the present simple and the present continuous using the verbs in brackets.
- Give Ss time to complete the task and then check their answers.

Answer Key

1 *Are you doing* 3 *need* 5 *Do you think*
 2 *am doing* 4 *know*

1f • Across Cultures

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

- Play the recording. Ss listen and read the texts. Then they match the phrases to make sentences.
- Check Ss' answers.

Answer Key

1 *c* 2 *b* 3 *a*

Module 1

2 **Aim** To read for specific information

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

Answer Key

1 DS 2 R 3 W

- Refer Ss to the **Check these words** box.
- Play the video for Ss and elicit their comments.

3 **Aim** To consolidate/categorise new vocabulary

- Ask Ss to read the texts again and find all the underlined words. Then Ss write the headings into their notebooks and list the underlined words under the correct headings.
- Check Ss' answers on the board and then elicit how the texts are related.

Answer Key

school areas	school equipment
classroom	whiteboards
canteen	desks
gym	chairs
library	blackboard
	computer

4 a) **Aim** To listen for key information

- Ask Ss to look at the two pictures.
- Then play the recording and elicit which picture shows Tom's classroom.

Answer Key

A

b) **Aim** Think To compare classrooms

Give Ss time to consider their answers and then ask various Ss around the class to compare their classroom to Tom's.

Suggested Answer Key

There isn't a television in Tom's classroom. There is a television in our classroom. There aren't posters on the wall in Tom's classroom. There are posters on the wall in our classroom. etc

5 **Aim** To complete an email

- Ask Ss to read through the gapped email and give them time to complete the gaps with the words in the list.
- Check Ss' answers.

Answer Key

1 class 3 blackboard 5 windows
2 classroom 4 desks

6 **Aim** To practise punctuation

- Read out the **Note** box and revise when we use full stops, question marks, commas and exclamation marks.
- Then give Ss time to punctuate the sentences.
- Check Ss' answers by asking various Ss to write their answers on the board.

Answer Key

1 *Where is John from?*
2 *She's Romanian.*
3 *He likes Science a lot.*
4 *His classroom has got a bookcase, a bin and a blackboard.*

7 **Aim** To write an email about your school & classroom

- Explain the task and ask Ss to write an email about their school and classroom using the plan and the email in Ex. 5 to help them.
- Give Ss time to complete the task and check their answers.
- Alternatively, assign the task as HW and then check Ss' answers in the next lesson.

Suggested Answer Key

Hi, Sam,

I hope you are well. My school is 20 minutes on the bus from my house. I'm in classroom 3B on the second floor. There are 24 students in my class. There is a blackboard at the front of the class and three rows of desks and chairs. There are two windows and one door. The walls are green with posters on them. There is a bookshelf next to the blackboard.

What about you? What is your classroom like?

Write back,

Alin

Module 1

1 • CLIL (Citizenship)

1 To listen and read for specific information

- Ask Ss to look at the picture and read the title of the text and the headings.
- Ask Ss to guess what they will read about.
- Play the recording. Ss listen and read and find out.

Suggested Answer Key

I expect to read about how to be a good student.

2 To read for key information

- Give Ss time to read the text again and match the headings to the paragraphs.
- Check Ss' answers.

Answer Key

1 C 2 A 3 B

- Refer Ss to the **Check these words** box.
- Play the video for Ss and elicit their comments.

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

- Ask Ss to discuss in pairs how they think they are a good student and what things from the text they feel they have to work on.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

I think I am a good student because I pay attention to the teacher and raise my hand in class. I also listen to what other students have to say. I need to work on eating healthy food, getting more sleep and wasting less time on social media.

Flash Time • 1

1 To introduce the topic and categorise ideas under headings

- Ask Ss to copy the headings into their notebooks and then write the ideas under the correct headings.
- Explain/Elicit the meanings of any unknown words/phrases and then check Ss' answers on the board.

Suggested Answer Key

Where	What it looks like	Subjects
<i>in the mountains</i> <i>in the city</i> <i>in the forest</i>	<i>lots of computer rooms</i> <i>tall building</i>	<i>sport languages</i> <i>Art & Crafts</i>
Time lessons start/finish	Breaks	Why it is special
<i>10 am – 4 pm</i>	<i>two short breaks and a lunch hour</i>	<i>lessons outside</i> <i>all students have got a tablet</i> <i>students only study their five favourite subjects</i>

2 To design your perfect school

- Explain the task and give Ss time to design their perfect school using the ideas in Ex. 1 and ask them to draw a map of it.
- Give Ss time to complete the task or assign the task as HW.

(Ss' own answers)

3 To present your perfect school

- Give Ss time to use their answers from Ex. 2 to write about their perfect school.
- Then ask various Ss to present their school to the class.

Suggested Answer Key

My perfect school is in the forest. It has got lots of computer rooms. We study sport and languages. Lessons are from 10 am to 4 pm. We get two short breaks and a lunch hour. We have lessons outside. All students have got tablets and we only study our five favourite subjects.

4 **Think** To learn about the value of self-respect

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

Module 1

Suggested Answer Key

A: I think the quotation means that if you act in a way that shows how you would like to be treated, then people will treat you in that way.

B: I think you're right. In other words, I think that if you respect yourself by behaving responsibly and showing that you care about how other people see you, then they will understand that you are a respectable person and treat you with respect.

A: I agree.

Progress Check 1

- 1 1 W 2 R 3 DS
- 2 1 hang 2 get 3 have 4 catch
- 3 1 posting 3 exercising
2 playing 4 spending
- 4 1 tall 4 fair 7 angry
2 thin 5 cheerful 8 impatient
3 wavy 6 happy
- 5 1 don't have 3 doesn't go 5 spend
2 listens 4 Do you do
- 6 1 Selma always gets up at 7 am.
2 We sometimes watch a film on TV.
3 William is never late for work.
4 Trudy often chats with her friends online.
5 My friends usually go to the park.

- 7 1 Is Julia swimming 4 Is Erin having
2 is sleeping 5 isn't studying
3 aren't watching

- 8 1 The new girl in school is great.
2 What does she look like?
3 What's she like?
4 Is she the one in the red T-shirt and jeans?
5 Let's go meet her now!

- 9 1 e 3 b 5 g
2 d 4 h 6 c

- 10 Hi, Billy,
On Mondays, I usually get up at 7:30 am. Then I get dressed and have breakfast. I catch the bus at 8:30 am and have lessons. I have lunch at 12:30 pm. I come back home at 4:00 pm. In the afternoon, I hang out with my friends. Then I do my homework at 6:30 pm. After that, I have dinner at 7:30 pm. I usually go to bed at 10:00 pm. How about you?
Write back soon,
Alex

Competences

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

Module 2 Round we go!

Topic

In this module, Ss will explore the topics of means of transport, signs in a city, shops & services and materials.

Module page

30-31

Lesson Objectives: To get an overview of the module, to learn means of transport, to write and talk about means of transport

Vocabulary: Means of transport (*train, taxi, bike/ bicycle, tram, motorbike, cable car, plane, bus, helicopter, car, ship, boat*)

2a Reading

32-33

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to read for context, to compare means of transport in two places, to write tweets, to research and present a three-day itinerary

Vocabulary: Nouns (*sights, cruise*); Adjective (*environmentally friendly*); Phrasal verbs (*get around, check out*)

2b Grammar

34-35

Lesson Objectives: To learn the comparative

2c Vocabulary

36

Lesson Objectives: To learn shops & services, to read a map, to give directions

Vocabulary: Shops & services (*hospital, cinema, police station, school, park, department store, supermarket, restaurant, gym, post office, clothes shop, fast food restaurant, car park, sports shop, music shop, bookshop, toy shop, theatre, museum, fishmonger's, library*)

2d Everyday English

37

Lesson Objectives: To complete a dialogue, to act out a dialogue buying a train ticket, to pronounce /i/, /aɪ/

2e Grammar

38-39

Lesson Objectives: To learn the superlative

2f Across Cultures

40-41

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to compare homes, to listen and read for key information, to present Appledore, to compare two villages, to write an article

Vocabulary: Nouns (*view, cottage, county, canal*); Verbs (*let (sth), book, connect*); Adjectives (*quiet, unique, medieval, antique*)

2 CLIL (Art & Design)

42

Lesson Objectives: To learn materials, to read for specific information, to talk about a landmark

Vocabulary: Materials (*glass, brick, wood, steel, stone, plastic, bronze*); Nouns (*tomb, fog*); Verb (*house*); Adjective (*surrounding*)

Flash Time 2

43

Lesson Objectives: To create a poster about famous landmarks, to present famous landmarks, to learn about the value of responsibility

Progress Check 2

44-45

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module, to listen for key information, to write a short article

Module 2

What's in this module?

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

1 **Aim** To present vocabulary for means of transport

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

2 **Aim** To identify means of transport

- Play the recording and ask Ss to identify the means of transport from the sounds they hear.
- Elicit answers from Ss around the class.

Answer Key

1 helicopter	4 bike
2 motorbike	5 plane
3 train	6 car

3 a) **Aim** To list means of transport under headings

- Give Ss time to list the means of transport under the three headings.
- Check Ss' answers on the board.

Answer Key

land	air	water
train	cable car	ship
taxi	plane	boat
bike/bicycle	helicopter	
tram		
motorbike		
bus		
car		

b) **Aim** To write about means of transport

- Read out the **Note** box and revise prepositions relating to means of transport.
- Then ask Ss to read out the example and write similar sentences about the means of transport using the prepositions in the **Note** box.
- Check Ss' answers around the class.

Suggested Answer Key

You can travel on land by train/on a train.

You can travel on land by taxi/in a taxi.

You can travel on land by bike/bicycle/on a bike/bicycle.

You can travel on land by tram/on a tram.

You can travel on land by motorbike/on a motorbike.

You can travel on land by car/in a car.

You can travel in the air by cable car/in a cable car.

You can travel in the air by helicopter/in a helicopter.

You can travel on water by boat/on a boat.

4 **Aim** To present means of transport

- Ask Ss to look out of the window for 15 minutes and write down the means of transport that go by.
- Ss list their findings under the headings and then present the means of transport to the class.

Suggested Answer Key

type	colour	other features
car	black	two doors
bicycle	yellow	a basket
motorbike	red	three wheels

I can see a black car with two doors.

I can see a yellow bicycle with a basket.

I can see a red motorbike with three wheels.

2a • Reading

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

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and read the tweets and then match them to the pictures.
- Check Ss' answers.

Answer Key

1 D 2 A 3 C 4 B

Module 2

2 **AIM** To read for specific information

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

Answer Key

1 DS 2 R 3 W

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

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

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

Answer Key

1 On a red double-decker bus.
2 Bobby Danvers

4 **AIM** To present signs in a city

- Ask Ss to read the signs. Explain/Elicit the meanings of any unknown words.
- Then ask Ss to match the signs to the places they can see them.
- Play the recording. Ss listen and check their answers.

Answer Key

A 1 B 4 C 2 D 3

5 **AIM Think** To compare means of transport

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

Suggested Answer Key

In London, there are bikes and there are also bikes in my village/town/city. In London, there are red double-decker buses, but there aren't any in my village/town/city. In London, there is a cable car, but there isn't a cable car in my village/town/city. In London, there are boats, but there aren't any boats in my village/town/city.

6 **AIM** To write tweets

- Explain the situation and ask Ss to write tweets similar to the ones in Ex. 1 including at least one of the underlined phrases.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Try using the public bus service. It's cheaper than taking a taxi and more environmentally friendly. You can see a lot of the city too.

How about walking? This is the most relaxing way to check out all of Bucharest's attractions. Bye for now!

7 **AIM** To research and present a three-day itinerary

- Ask Ss to work in small groups and then give them time to research online and find a travel destination in their country or in another country.
- Then ask Ss to find information about landmarks tourists can visit and decide on a three-day itinerary.
- Ask various groups of students to present their itinerary to the class.

Suggested Answer Key

Good morning, everyone! Are you thinking about travelling to Amsterdam? Well, here's a three-day itinerary to help you get around the city.

On the first day, you can visit the Van Gogh Museum and the Rijksmuseum. You can admire lots of famous paintings there. Then go for a walk in Vondelpark; it's a nice green area close to the museums.

On the second day, you can explore Dam Square and see the Royal Palace and the National Monument. After that, hop on a canal boat tour and enjoy the city's unique architecture!

On the third day, visit the Anne Frank House and discover her powerful story through her famous diaries. Before you leave Amsterdam, don't forget to buy a souvenir from Blumenmarkt – it's the only floating flower market in the world!

Amsterdam is an exciting city with lots of things to see and do, so book your ticket today!

Thank you for listening.

Module 2

2b • Grammar

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

- Read out the grammar theory, the **Grammar** box and the cartoon.
- Explain the task and give Ss some time to write the comparative forms in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|------------------|--------------------|
| 1 older | 7 thinner |
| 2 more important | 8 happier |
| 3 heavier | 9 more interesting |
| 4 worse | 10 smaller |
| 5 faster | 11 better |
| 6 larger | 12 more beautiful |

2 **Aim** To practise comparatives

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

Answer Key

- | | |
|----------|------------------|
| 1 taller | 3 more expensive |
| 2 as | 4 better |

3 **Aim** To practise the comparative

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

Answer Key

- Ships are bigger than boats.
- Taxis are more expensive than buses.
- Helicopters are more exciting than cars.
- Bikes are slower than motorbikes.

4 **Aim** To practise the comparative

- Ask Ss to look at the table and read out the example. Then give Ss time to write sentences following the example.
- Check Ss' answers around the class.

Answer Key

- Bucharest is more interesting than New York.
New York isn't as interesting as Bucharest.
- Bucharest is older than New York.
New York isn't as old as Bucharest.

- New York is more expensive than Bucharest.
Bucharest isn't as expensive as New York.
- Bucharest is warmer than New York.
New York isn't as warm as Bucharest.
- New York is busier than Bucharest.
Bucharest isn't as busy as New York.

5 **Aim** To compare two cities

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

Suggested Answer Key

Bucharest is more crowded than Constanta.
Bucharest is as interesting as Constanta.
Constanta is older than Bucharest.
Bucharest is as expensive as Constanta.
Constanta is warmer than Bucharest.
Constanta isn't as busy as Bucharest.

2c • Vocabulary

1 **Aim** To present shops & services

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

2 **Aim** To read a map

- Ask Ss to read the statements 1-5.
- Ask Ss to read the map and write the places in their notebooks.
- Then check Ss' answers.

Answer Key

- the theatre
- the museum and the fishmonger's
- the bookshop
- the school
- the park

3 **Aim** To give directions

- Read out the box and explain the task and ask two Ss to model the example.
- Then ask Ss to take turns and give directions in pairs using the phrases in the box and the map.
- Monitor the activity around the class and then ask some pairs to give directions in front of the class following the example.

Module 2

Suggested Answer Key

... and the bookshop is opposite the toyshop on the corner of Pine Avenue.

A: Can you tell me how to get to the hospital, please?

B: Certainly. First, go along Park Avenue and then turn right into Pine Avenue. Then take the second left into Apple Street and the hospital is on the right.

A: Can you tell me how to get to the library, please?

B: Certainly. First, turn right into Marple Street and then turn left into Park Avenue. The library is next to the fishmonger's.

A: Can you tell me how to get to the museum, please?

B: Certainly. First, turn right into Pine Avenue. Then turn left into Park Avenue. The museum is next to the theatre.

A: Can you tell me how to get to the police station, please?

B: Certainly. First, turn left into Pine Avenue. Then turn right into Apple Street. The police station is next to the cinema.

2d • Everyday English

1 **AIM** To complete a dialogue; to read for specific information

- Ask Ss to read the sentences (A-E) and then give them time to read the dialogue and complete the gaps.
- Then ask Ss to answer the questions.
- Check Ss' answers.

Answer Key

1 C 2 A 3 B 4 E 5 D

Mrs Wallace is going to Bath. The tickets are £40.

2 **AIM** To listen for confirmation and act out a dialogue

- Play the recording. Ss listen and check their answers to Ex. 1.
- Then ask Ss to take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

3 **AIM** To role-play a dialogue buying a train ticket

- Read out the **Note** box and explain the task.
- Ask Ss to work in pairs and role-play a dialogue using phrases from the dialogue in Ex. 1, the information in the table and the plan.
- Then give Ss time to complete the task.
- Monitor the activity around the class and then ask some pairs to role-play their dialogue in front of the class.

Suggested Answer Key

A: Hello! How can I help you?

B: Hi. I would like two tickets for Penzance, please.

A: OK. There are trains that leave at 10:30, 13:00 and 20:30.

B: OK. Can I have two tickets for the 13:00 train, then?

A: Single or return?

B: Single, please. How much are the tickets?

A: Just a moment... They're £35 per person, so that's £70 in total, please.

B: Great! Can I pay by credit card?

A: Sure. Here are your tickets. Have a nice journey.

B: Thank you.

Pronunciation

AIM To pronounce /ɪ/, /aɪ/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then elicit more words with these sounds.

Answer Key

/ɪ/ music, office

/aɪ/ like, kite

2e • Grammar

1 **AIM** To present and practise the superlative

- Read out the grammar theory, the **Grammar** box and the cartoon.
- Ask Ss to read the adjectives and then give them time to write the superlative forms.
- Check Ss' answers around the class.

Module 2

Answer Key

- | | |
|----------------------|---------------------|
| 1 the biggest | 7 the most |
| 2 the most dangerous | 8 the longest |
| 3 the noisiest | 9 the most exciting |
| 4 the least | 10 the best |
| 5 the most famous | 11 the most boring |
| 6 the driest | 12 the worst |

2 To practise the superlative

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

Answer Key

- | | |
|--------------------|--------------------|
| 1 the deepest | 4 the highest |
| 2 the most crowded | 5 the most popular |
| 3 the largest | 6 the smallest |

3 To practise the superlative

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

Suggested Answer Key

- Herastrau Park is the biggest park in Bucharest.
- Gradina Verona is the best place to hang out in Bucharest.
- Unirii Square is the most crowded area in Bucharest.
- Romanian Boutique is the busiest shop in Bucharest.
- Osho is the most expensive place to eat in Bucharest.

4 To practise the superlative

- Explain the task and ask Ss to read the sentences and choose the correct answer.
- Check Ss' answers around the class.

Answer Key

- | | |
|--------------------|-----------------------|
| 1 the most, more | 3 the largest, bigger |
| 2 the nicest, more | 4 the most, better |

5 To practise the comparative and the superlative

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

Answer Key

- | | |
|--------------|----------------------|
| 2 warmer | 4 the most delicious |
| 3 the oldest | |

2f • Across Cultures

1 To listen and read for gist

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

Answer Key

- | | | |
|-----|-----|-----|
| 1 b | 2 c | 3 a |
|-----|-----|-----|

2 To read for specific information

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

Answer Key

- | | | |
|-----|-----|------|
| 1 R | 2 W | 3 DS |
|-----|-----|------|

- Refer Ss to the **Check these words** box.
- Play the video for Ss and elicit their comments.

3 To consolidate comprehension of a text

- Ask Ss to read the text again and then give them time to answer the questions.
- Check Ss' answers.

Answer Key

- The third floor
- A garden
- A fridge, a cooker, a sink, a table, two chairs and a small TV.

4 Think To compare homes

- Explain the task and read out the example.
- Ask Ss to read the box of adjectives and then give them time to compare the homes in the texts using the adjectives and following the example.

Module 2

- Ask various Ss to share their answers with the class.

Suggested Answer Key

The flat is cheaper than the cottage, but the houseboat is the cheapest of the three.

The flat is more expensive than the houseboat, but the cottage is the most expensive of the three.

The flat is bigger than the houseboat, but the cottage is the biggest of the three.

The houseboat is more beautiful than the flat, but the cottage is the most beautiful of the three.

The houseboat is more modern than the cottage, but the flat is the most modern of the three.

The houseboat is older than the flat, but the cottage is the oldest of the three.

5 **AIM** To listen and read for key information; to present a place

- Ask Ss to copy the headings into their notebooks and then play the recording. Ss listen and read and make notes under the headings.
- Then ask various Ss to use their notes to present Appledore to the class.

Suggested Answer Key

name & place: Appledore, village

location: Kent

what there is: beautiful cottages, medieval houses, antique shops, Appledore Manor, Royal Military Canal

transport: railway station, cycle, walk, boat ride

Suggested Answer Key

Appledore is a village in Kent. There are beautiful cottages, medieval houses and antique shops there. There is also Appledore Manor and the Royal Military Canal. Visitors can use the railway station, cycle, walk or take a boat ride.

- Refer Ss to the **Check these words** box.

6 **AIM** Think To research a village

- Ask Ss to write the headings from Ex.5 into their notebooks again. Give Ss time to think of a village in their country and make notes under the headings and then use their notes to compare it to Appledore.

- Ask various Ss around the class to read their texts to the class.

Suggested Answer Key

name & place: Rimetea, village

location: Romania

what there is: white houses with green windows and beautiful flowers, the Piatra Secuiului Peak

transport: walk

Suggested Answer Key

Appledore has beautiful cottages and Rimetea has beautiful white houses with green windows, so they are similar in this way. Appledore has a house where someone famous lived but Rimetea doesn't have anything like this. Appledore has the Royal Military Canal but Rimetea doesn't have anything like this. Appledore has a railway station but Rimetea doesn't; however, in both places people can walk around easily.

7 **AIM** To write an article about a village in your country

- Explain the task and ask Ss to write an article about a village in their country using their notes from Ex.6 and the article in Ex.5 to help them.
- Give Ss time to complete the task and check their answers.
- Alternatively, assign the task as HW and then check Ss' answers in the next lesson.

Suggested Answer Key

Rimetea is a small village in central Romania. It is one of the prettiest villages in the country with its traditional white houses with green windows and beautiful flowers. There is also the Piatra Secuiului Peak, a giant hill with an amazing view of the area. You can walk around the village and see lots of beautiful houses or go hiking up in the mountain.

2 • CLIL (Art & Design)

1 **AIM** To present materials; to read for specific information

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

Module 2

- Then ask Ss to read the text.
- Elicit which materials people used in the landmarks.

Answer Key

- 1 *Nelson's Column – stone*
the lions at the base – bronze
- 2 *the Pyramids of Giza – stone*
- 3 *the Golden Gate Bridge – steel*

2 **Aim** To read for key information

- Ask Ss to read the statements 1-3.
- Give Ss time to read the text again and mark the statements according to what they read in the text.
- Check Ss' answers.

Answer Key

- 1 W 2 DS 3 R

- Refer Ss to the **Check these words** box.
- Play the video for Ss and elicit their comments.

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

Ask various Ss to tell the class which monument they would like to visit and why.

Suggested Answer Key

I would like to visit the Pyramids of Giza because I think they are impressive.

Flash Time • 2

1 **Aim** To read for key information

- Ask Ss to read the texts and then copy and complete the table into their notebooks.
- Check Ss' answers around the class.

Suggested Answer Key





Name	Place	Age
Stonehenge	UK	5,000
Material	Interesting facts	
stone	The sun on Midsummer's Day shines through the centre. Over a million visitors per year.	

2 **Aim** To create a poster

- Ask Ss to work in small groups and then give them time to research online and find information about four famous landmarks.
- Then ask Ss to copy the headings from the table into their notebooks and make notes; then they can add pictures and use their notes to make a poster.

Suggested Answer Key

Name	Place	Age
Eiffel Tower	Paris	130
Colosseum	Rome	almost 2,000
Sagrada Família	Barcelona	140
Arcul de Triumf	Bucharest	83

Material	Interesting facts	
iron	The tower has restaurants, a museum and a souvenir shop.	
stone	Over seven million people visit it every year.	
stone	It still isn't finished.	
marble and stone	It is a symbol of the victory of Romania in World War I.	

3 **Aim** To present landmarks

Ask various groups of students around the class to present their landmarks from Ex. 2 to the class.

Module 2

Suggested Answer Key

Good morning. Today, I want to tell you about some famous landmarks. Perhaps you will know some of them.

The Eiffel Tower is an iron landmark in Paris. It is around 130 years old. The tower has restaurants, a museum and a souvenir shop.

The Colosseum is a stone landmark in Rome. It is almost 2,000 years old. Over seven million people visit it every year.

The Sagrada Família is a stone landmark in Barcelona. It is around 140 years old and it still isn't finished.

Arcul de Triumf is a marble and stone landmark in Bucharest. It is around 83 years old. It is a symbol of the victory of Romania in World War I.

If you get the chance to visit these landmarks, you should.

Are there any questions?

Thanks for listening.

4 **AIM** To learn about the value of responsibility

Ask Ss to read the rules. Explain/Elicit the meanings of any unknown words and then elicit why we have these rules from Ss around the class.

Suggested Answer Key

We have these rules to protect ancient ruins and monuments.

5 **AIM Think** To develop critical thinking

Give Ss time to think of other rules relating to responsibility for protecting ancient ruins and monuments and then ask various Ss to tell the class.

Suggested Answer Key

Don't drop litter.

Respect the local culture and traditions.

Progress Check 2

1 1 DS 2 W 3 R 4 W 5 R

2 1 train 3 bus
2 helicopter 4 bicycle/bike

3 A 2 B 3 C 4 D 1

4 1 more crowded 3 slower
2 more exciting 4 less

5 1 the most interesting 3 the busiest
2 the best 4 the smallest

6 1 How can I help you?
2 When does the fast train leave?
3 Single or return?
4 How much are the tickets?
5 Of course. Here are your tickets.

7 1 city
2 Somerset, southwest of England
3 Baths
4 shopping
5 car, train, bus

8 Brasov is a big city in central Romania. It is a popular tourist destination with lots of medieval buildings and towers. You can visit the Council Square and see the Old Town Hall and the Black Church. You can also explore the city's old streets and interesting museums. It is easy to get around Brasov by bus. There is also a train station with trains to Bucharest, and buses going to nearby cities.

Competences

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

Back in time **Module 3**

Topic

In this module, Ss will explore the topics of famous people, landmarks and places in the city.

Module page

46-47

Lesson Objectives: To get an overview of the module, to understand dates, to read dates, to talk about famous people, to research and present famous people

Vocabulary: Famous people (*Elizabeth I, Vincent van Gogh, Charlie Chaplin, Charles Dickens, Elvis Presley, Albert Einstein*)

3a Reading

48-49

Lesson Objectives: To listen and read for specific information, to read for specific information, to talk about places, to learn landmarks, to listen for specific information, to write a comment about a visit to a museum

Vocabulary: Landmarks (*castle, park, museum, zoo*); Nouns (*tip, ceremony, queue*); Adjective (*impressed*)

3b Grammar

50-51

Lesson Objectives: To learn the past simple of the verb *to be*, to learn there *was/there were*

3c Vocabulary

52

Lesson Objectives: To learn places in the city, to listen for specific information, to express an opinion

Vocabulary: Places in the city (*library, zoo, cathedral, market, bank, park, train station, theatre, bridge, square*)

3d Everyday English

53

Lesson Objectives: To complete a dialogue, to act out a dialogue describing your last holiday, to pronounce /f/ (ph)

3e Grammar

54-55

Lesson Objectives: To learn the past simple of the verb *have got*

3f Across Cultures

56-57

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to express an opinion, to listen for specific information, to present Albert Einstein, to write a biography, to research and present famous people

Vocabulary: Nouns (*move, album, performer*); Adjective (*lead*)

3 CLIL (History)

58

Lesson Objectives: To listen and read for gist, to read for specific information, to write and act out a dialogue about a queen, to make a poster

Flash Time 3

59

Lesson Objectives: To write about a historical figure, to present a historical figure, to learn about the value of intelligence

Progress Check 3

60-61

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module, to complete a dialogue, to listen for specific information, to write a comment about a visit to a palace

Module 3

What's in this module?

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

1 **Aim** To listen and understand years

- Ask Ss to look at the pictures and then read the information next to each one.
- Explain how we read years.
- Play the recording and ask students to circle the correct year.
- Check their answers.

Answer Key

A 1603 C 1889 E 1935
B 1853 D 1870 F 1955

2 **Aim** To talk about famous people

- Explain the task and model the examples.
- Then have Ss ask and answer in pairs using the prompts.
- Monitor the activity around the class and then have some pairs ask and answer in front of the class.

Answer Key

- 3 A: Was Charlie Chaplin American?
B: No, he wasn't.
- 4 A: Was Charles Dickens a writer?
B: Yes, he was.
- 5 A: Was Vincent van Gogh a German painter?
B: No, he wasn't.
- 6 A: Was Elizabeth I the Queen of England?
B: Yes, she was.

3 a) **Aim** To practise reading/pronouncing years

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

b) **Aim** To talk about famous people

- Explain the task and model the exchange.
- Then have Ss ask and answer in pairs using the prompts.

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

Suggested Answer Key

A: Who was Vincent van Gogh?

B: He was a Dutch painter.

A: Who was Charlie Chaplin?

B: He was an English actor. etc

Aim To develop research skills; to present famous people

- Ask Ss to work in small groups. Give them time to research online and collect information about famous people from the past in the UK/USA.
- Tell Ss to follow the plan in the book and present them to the class.

Suggested Answer Key

Charles Darwin was a famous scientist. He was British. He was born in 1809. He died in 1882.

Neil Armstrong was a famous astronaut. He was American. He was born in 1930. He died in 2012.

John Lennon was a famous musician. He was British. He was born in 1940. He died in 1980.

3a • Reading

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

- Ask Ss to read the two sets of phrases.
- Play the recording. Ss listen and read the text.
- Ss match the phrases. Check Ss' answers.

Answer Key

1 c 2 a 3 b

2 **Aim** To read for specific information

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

Answer Key

1 W 2 DS 3 R

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

Module 3

3 **Aim** Think To express a preference

- Read out the rubric and give Ss time to consider their answers.
- Elicit answers from Ss around the class following the example.

Suggested Answer Key

I would like to visit London Zoo because I want to see the animals.

4 **Aim** To present landmarks

- Ask Ss to label the pictures with the words in the list.
- Check Ss' answers.

Answer Key

1 museum 2 castle 3 zoo 4 park

5 **Aim** To listen for specific information

- Explain the task and ask Ss to read the flier.
- Play the recording. Ss listen and fill the gaps with the missing information.
- Check Ss' answers.

Answer Key

1 5:30/17:30 3 buses
2 free 4 a tour

The speaker's intention is to give information about the British Museum.

The flier contains information about opening times, ticket prices, how to get to the museum and what people can do there.

6 **Aim** To write a comment about a visit to a museum

- Explain the task and give Ss time to write a comment about a visit to the British Museum.
- Tell Ss to use the information from Ex. 5 to help them and the texts in Ex. 1 as a model.
- Ask various Ss to read out their comments to the class.

Suggested Answer Key

It was amazing! There were lots of paintings, sculptures and statues. There was a very interesting tour. The museum is free and you can have something to eat and buy some souvenirs.

3b • Grammar

1 **Aim** To present the past simple of the verb to be (affirmative)

- Read out the grammar table and the cartoon.
- Explain the task and go through the sentences. Then give Ss some time to complete the gaps.
- Check Ss' answers.

Answer Key

1 were 3 were 5 were
2 was 4 was

2 **Aim** To present the past simple of the verb to be (negative)

- Read out the grammar table, the **Grammar** box and the cartoon.
- Explain the task and give Ss some time to rewrite the sentences following the example.
- Check Ss' answers.

Answer Key

- 2 *Albert Einstein wasn't a German actor. He was a German physicist.*
3 *Elvis Presley and Marilyn Monroe weren't British. They were American.*
4 *Liviu Rebreanu and Mihai Eminescu weren't singers. They were writers.*

3 **Aim** To present the past simple of the verb to be (interrogative & short answers)

- Read out the grammar table, the **Grammar** box and the cartoon.
- Explain the task and read out the example.
- Give Ss some time to rewrite the sentences following the example.
- Check Ss' answers.

Answer Key

- 2 *Was the film good? No, it wasn't.*
3 *Were you and your friend at the museum? No, we weren't.*

Module 3

4 **Aim** To practise the past simple 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 weren't	6 were	9 was
3 were	7 were	10 wasn't
4 were	8 Were	11 was
5 Were		

5 **Aim** To present *there was/there were*

- Read out the **Grammar** box and then give Ss time to read the sentences and complete the task.
- Check Ss' answers.

Answer Key

1 There was	3 There weren't
2 Were there	

3c • Vocabulary

1 **Aim** To present new vocabulary

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

2 a) **Aim** To listen for specific information

- Play the recording and give Ss time to complete the map legend.
- Then check Ss' answers.

Answer Key

1 train station	4 Bank
2 Zoo	5 Bridge
3 square	6 Market

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

- Play the recording again and then give Ss time to read the statements and mark them accordingly.
- Check Ss answers around the class.

Answer Key

1 W	2 R	3 R	4 DS
-----	-----	-----	------

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

Read out the question and elicit answers from Ss around the class following the example.

Suggested Answer Key

I would like to go on a Harry Potter tour of London because I love the Harry Potter films!

3d • Everyday English

1 **Aim** To read for cohesion and coherence; to listen for confirmation and act out a dialogue

- Ask Ss to read the sentences (A-E) and then give them time to read the dialogue and complete the gaps.
- Play the recording for Ss to listen and check their answers.

Answer Key

1 B	2 D	3 A	4 C	5 E
-----	-----	-----	-----	-----

- Then ask Ss to take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

2 **Aim** To role-play a dialogue describing your last holiday

- Explain the task and ask Ss to work in pairs and role play a dialogue using phrases from the dialogue in Ex. 1 and following the plan.
- Then give Ss time to complete the task.
- Monitor the activity around the class and then ask some pairs to role-play their dialogue in front of the class.

Suggested Answer Key

A: Hi, Matina. How was your holiday?

B: It was great, thanks. We were in Edinburgh.

A: Oh! What was the weather like?

B: It was cold and rainy.

A: Was there lots to do there?

B: Oh, yes! On Monday, we were at Edinburgh Castle. It was amazing!

A: Really? Why?

B: There were people dressed up in historical costumes.

A: Wow! It sounds like you had a great time.

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B: Yes, we had so much fun. I've got photos on my laptop.

A: Can I see them?

B: Sure! Why don't you come by later?

A: I'd love to.

Pronunciation

Aim To pronounce /f/ (ph)

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then elicit more words with these sounds from the dialogue in Ex. 1.

Answer Key

/f/ (ph) elephants, photos

3e • Grammar

1 **Aim** To present the past simple of the verb **have got** (affirmative)

- Read out the **Grammar** box, the grammar table and the cartoon.
- Ask Ss to read the sentences and then give them time to complete them.
- Check Ss' answers around the class.

Answer Key

1 has 3 have 5 had
2 had 4 had

2 **Aim** To present the past simple of the verb **have got** (negative)

- Read out the **Grammar** box and the grammar table.
- Ask Ss to read the sentences and then give them time to rewrite them in the negative.
- Check Ss' answers around the class.

Answer Key

- 1 I did not/didn't have a lot of toys when I was younger.
- 2 Queen Elizabeth I did not/didn't have children.
- 3 Jack and Paul did not/didn't have a dog when they were children.
- 4 Vincent van Gogh did not/didn't have a wife.

3 **Aim** To practise the past simple of **have got**

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

Answer Key

- 2 Lucy didn't have a dog when she was 10 years old, but she had a cat.
- 3 Lucy didn't have a mobile phone when she was 10 years old, but she had dolls.
- 4 Lucy didn't have a skateboard when she was 10 years old, but she had a bicycle.

4 **Aim** To present the past simple of the verb **have got** (interrogative & short answers)

- Read out the **Grammar** box, the grammar table and the cartoon.
- Explain the task and read out the example and then give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- 2 Did Elvis Presley have children?
Yes, he did. He had one daughter.
- 3 Did Albert Einstein have a Nobel Prize?
Yes, he did.
- 4 Did Vincent van Gogh have a lot of money?
No, he didn't.

3f • Across Cultures

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

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

Answer Key

1 c 2 a 3 b

Paragraph 1: name, what famous for

Paragraph 2: year/place of birth, early years & achievements

Paragraph 3: year of death, why the writer admires Elvis Presley

Module 3

2 **Aim** To read for specific information

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

Answer Key

1 W 2 DS 3 R

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

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

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

Answer Key

1 A singer, a piano and guitar player, an actor and a dancer.
2 The USA
3 'Love Me Tender', 'All Shook Up' and 'Jailhouse Rock'.

4 **Aim** Think To express an opinion

Give Ss time to consider their opinion and then ask various Ss around the class to share their opinion with the class.

Suggested Answer Key

I like Elvis Presley's music because it is exciting and fun.

5 **Aim** To listen for specific information

- Ask Ss to read through the gapped fact file and think about what information is missing.
- Play the recording. Ss listen and complete the gaps with the missing information.
- Check Ss' answers.

Answer Key

1 1879 3 author 5 1908
2 USA 4 student

6 **Aim** To present Albert Einstein

Ask various Ss to use the completed fact file to present Albert Einstein to the class.

Suggested Answer Key

Albert Einstein was a German physicist. He was born in 1879 in Ulm, Germany. He died in 1955 in New Jersey, USA. He was the father of modern physics and a genius. He was also the author of the Theory of Relativity. In 1921, he was the winner of the Nobel Prize for Physics.

7 **Aim** To write a biography

- Explain the task and ask Ss to write a biography of Albert Einstein using the fact file in Ex. 5 and the plan to help them.
- Give Ss time to complete the task and check their answers.
- Alternatively, assign the task as HW and then check Ss' answers in the next lesson.

Suggested Answer Key

Albert Einstein was a famous physicist. He was born in Ulm, Germany in 1879.

Between the ages of 8 and 21, he was a student in Germany and Switzerland. In 1902, he had a job at the Swiss Patent Office, and afterwards he was a lecturer at the University of Bern. In 1921, he was the winner of the Nobel Prize for Physics.

He died in New Jersey, USA, in 1955. We admire him because he was the father of modern physics and a genius.

8 **Aim** To develop research skills; to present famous people

- Ask Ss to work in small groups. Give them time to research online and collect information about famous people from the past from various countries.
- Ss prepare a poster or class album and present the famous people to the class.

Suggested Answer Key

name: Wolfgang Amadeus Mozart

place/year of birth: Salzburg, Austria, 1756

achievements: one of the greatest composers in the history of Western music

place/year of death: Vienna, Austria, 1791

name: Marie Curie

place/year of birth: Warsaw, Poland, 1867

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achievements: *only woman to win two Nobel Prizes for Physics and Chemistry*

place/year of death: *near Sallanches, France, 1934*

name: *Mihail Eminescu*

place/year of birth: *Ipotesti, Moldavia, 1850*

achievements: *Romania's national poet*

place/year of death: *Bucharest, Romania, 1889*

name: *Maria Callas*

place/year of birth: *New York, USA, 1923*

achievements: *the most exciting opera singer of the 20th century*

place/year of death: *Paris, France, 1977*

- Alternatively, hold a 'Who Knows Wins' contest.
- Divide the class into groups of 3-4 students.
- Each group prepares 5 questions for the person they had researched. Group A asks their questions – one or two. The other groups try to answer them. Each correct answer gets one point. The group with the most correct answers wins. Repeat with the rest of the groups.

3 • CLIL (History)

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

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

Answer Key

The women in the pictures are Queen Elizabeth I and Queen Victoria. They were Queens of England.

2 **Aim** To read for specific information

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

Answer Key

- 1 *King Henry VIII of England*
- 2 *a husband or children*
- 3 *24th May, 1819*
- 4 *nine children*

- Play the video and elicit Ss' comments.

3 **Aim** To write and act out a dialogue

- Explain the task and give Ss time to complete it in pairs.
- Then ask Ss to act out their dialogue in front of the class for the class to guess who the dialogue is about.
- Alternatively, assign the task as HW and have Ss act out their dialogues in the next lesson.

Suggested Answer Key

A: *When was she born?*

B: *She was born on 7th September, 1533.*

A: *Who was her mother?*

B: *Her mother was Anne Boleyn.*

A: *Did she have any children?*

B: *No, she didn't.*

A: *Is it Queen Elizabeth I?*

B: *Yes, it is.*

Aim To develop research skills; to make a poster

Ask Ss to collect more information about Queen Elizabeth I and Queen Victoria and make a 'Did you know?' poster.

Suggested Answer Key

Did you know?

1. **Queen Elizabeth I**

- *was a political prisoner before she was queen.*
- *had a lot of expensive dresses and jewellery.*
- *had nicknames, including 'Good Queen Bess' and 'Gloriana'.*

2. **Queen Victoria's**

- *mother was a German princess.*
- *hobby was reading Charles Dickens' novels.*
- *nickname was the 'grandmother of Europe'.*

Flash Time • 3

1 **Aim** To collect information about a historical figure from your country

Ask Ss to work in small groups, think of a historical figure, collect information and complete the table.

Module 3

Name	Place/Date of birth	Family
Alexandru Ioan Cuza	Husi, Romania, 20th March, 1820	father, Ioan Cuza, mother, Sultana Cozadini
Early years	Achievements	Place/Date of death
student in Paris, Pavia and Bologna	great military leader, the first prince of united Romania	Heidelberg, Germany, 15th May, 1873

2 To write about and present a historical figure

- Give Ss time to work in small groups and use their notes from Ex. 1 to write a short text about the historical figure.
- Then ask various groups to present the figure to the class.

Suggested Answer Key

Hello, everyone! Today, I want to talk to you about Alexandru Ioan Cuza, an important historical figure from our country.

He was born in Husi, Romania, on 20th March, 1820. His father was Ioan Cuza and his mother was Sultana Cozadini. When he was young, he was a student in Paris, Pavia and Bologna. He was a great military leader and the first prince of united Romania. He died in Heidelberg, Germany, on 15th May, 1873.

Are there any questions?

Thank you for listening.

3 Think To learn about the value of intelligence

Read the quotations aloud and give Ss time to consider what they mean and discuss in pairs. Then elicit explanations from various Ss.

Suggested Answer Key

A: I think the quotation by Washington Irving means that intelligent people think about what they can do to make things better, but other people just make wishes for things to be better.

B: I think you're right. I think the quotation by Eleanor Roosevelt means that intelligent people talk about ideas and new things, but other people talk about things that happen and people who are not intelligent just talk about other people.

A: I agree.

Progress Check 3

1 1 R 2 W 3 R 4 DS 5 W

2 1 D 2 A 3 C 4 B

3 1 was 2 Was 3 wasn't 4 were

4 1 Were there 3 There weren't
2 There was 4 There were

5 1 had 3 Did ... have
2 didn't have 4 had

6 1 How was your holiday?
2 Was there lots to do there?
3 Really? Why?
4 It sounds like you had a great time.
5 Why don't you come round later?

7 1 5:30/17:30 4 the gardens
2 27 5 concerts
3 taxi

8 Blenheim Palace was amazing! There were lots of things to see on the tour of the house and the gardens. There were also special events like a food market and music concerts!

Competences

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

Celebrities Module 4

Topic

In this module, Ss will explore the topics of celebrities, jobs, and types of entertainment.

Module page

62-63

Lesson Objectives: To get an overview of the module, to listen and read for key information, to talk about celebrities, to research and present famous people's life stories

Vocabulary: Celebrities (*Cristiano Ronaldo, Ed Sheeran, Maddie Ziegler, Miranda Cosgrove, Daniel Radcliffe, EvanTubeHD, Kendall Jenner*)

4a Reading

64-65

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to learn jobs, to write a fact file, to present your favourite celebrity, to fill in a form with personal details

Vocabulary: Jobs (*singer, real estate agent, businessman, actor, model*); Nouns (*follower, contract, dream, reality*); Verbs (*post, gain*); Phrase (*early life*)

4b Grammar

66-67

Lesson Objectives: To learn the past simple of regular/irregular verbs (affirmative)

4c Vocabulary

68

Lesson Objectives: To learn types of entertainment, to listen for specific information, to talk about types of entertainment

Vocabulary: Types of entertainment (*sports match, play, ballet, film, concert, fashion show, dance show, TV, opera*)

4d Everyday English

69

Lesson Objectives: To read and complete a dialogue, to act out a dialogue agreeing/disagreeing, to pronounce *-ed* ending

4e Grammar

70-71

Lesson Objectives: To learn the past simple of regular/irregular verbs (negative)

4f Across Cultures

72-73

Lesson Objectives: To listen and read for order of events, to read for specific information, to answer comprehension questions, to express an opinion, to listen for order of events, to talk about Professor Snape, to write about a film character

Vocabulary: Nouns (*spacecraft, respect, power, rescue*); Verbs (*convince, defeat*)

4 CLIL (Music)

74

Lesson Objectives: To listen and read for gist, to read for specific information

Vocabulary: Noun (*bow*); Verbs (*strike, pluck, vibrate, slide, shake*); Phrase (*blow air*)

Flash Time 4

75

Lesson Objectives: To listen for specific information, to prepare a poster, to present a traditional musical instrument and a dance, to learn about the value of grace

Progress Check 4

76-77

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module, to complete a dialogue, to listen for specific information, to write a short text about a character

Module 4

What's in this module?

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

1 **Aim** To read for key information

- Ask Ss to look at the pictures and then read the information next to each one.
- Give Ss time to read the quiz and choose the correct answers.
- Play the recording and ask Ss to check their answers.

Answer Key

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

2 **Aim** Think To talk about celebrities

Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

I know Ed Sheeran, Cristiano Ronaldo, Daniel Radcliffe and Kendall Jenner. My favourite celebrity is Ed Sheeran because I like his songs.

Aim To research and present famous people's life stories

- Give Ss time to work in small groups and collect information about their favourite famous people's life stories.
- Then ask various groups to present the stories to the class.

Suggested Answer Key

Ariana Grande is an American singer and actress. She began her career in 2008 in the Broadway musical '13'. She also played in the Nickelodeon TV series 'Victorious'. In 2013, she released her first album 'Yours Truly', and became a huge star.

Justin Bieber is a famous Canadian singer. In 2007, he sang in a competition and his mother posted a video of his performance on YouTube. After that, a talent agent invited him to record demos at a studio in Atlanta. There, he met R&B singer Usher, and signed his first contract in late 2008.

Maisie Williams is an English actress. She played the role of Arya Stark in the HBO TV series 'Game of Thrones' in 2011. She won three awards for this role. In 2015, she starred in the mystery film 'The Falling', and won the Award for Young Performer of the Year.

4a • Reading

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

- Ask Ss to read the two sets of phrases.
- Play the recording. Ss listen and read the text.
- Ss match the phrases. Check Ss' answers.

Answer Key

1 c 2 a 3 b

2 **Aim** To read for specific information

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

Answer Key

1 R 2 DS 3 W 4 W

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

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

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

Answer Key

1 Shawn was born on 8th August, 1998.
2 He can speak English, French and Spanish.
3 He learnt to play the guitar at the age of 13.

4 a) **Aim** To present jobs

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

Module 4

b) **Aim** To match words to definitions

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

Answer Key

- | | |
|----------|---------------------|
| 2 actor | 4 model |
| 3 singer | 5 real estate agent |

5 **Aim** To write a fact file and present your favourite celebrity

- Explain the task and give Ss time to research and find information about their favourite celebrity and complete the fact file with the information.
- Then ask various Ss to use their fact file to present their favourite celebrity to the class.
- Alternatively, assign the task as HW and have Ss present their favourite celebrity in the next lesson.

Suggested Answer Key

Name: Cristiano Ronaldo

Job: footballer

Place of birth: Funchal, Madeira, Portugal

Date of birth: 5th February, 1958

Nationality: Portuguese

Special skills: scoring goals

How he became famous: playing for Manchester United, Real Madrid and the Portuguese national football team

Cristiano Ronaldo is a footballer. He was born in Funchal, Madeira, Portugal on 5th February, 1958. He is Portuguese. He is very good at scoring goals. He became famous by playing for Manchester United, Real Madrid and the Portuguese national football team.

6 **Aim** To fill in a form with personal details

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

(Ss' own answers)

4b • Grammar

1 **Aim** To present the past simple of the regular verbs (affirmative)

- Read out the grammar table, the grammar theory and the cartoon.
- Explain the task and read out the example. Then give Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|-----------|------------|
| 2 changed | 5 danced | 8 finished |
| 3 looked | 6 studied | 9 stopped |
| 4 travelled | 7 enjoyed | 10 tried |

2 **Aim** To practise the past simple of regular verbs (affirmative)

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

Answer Key

- | | | |
|------------|------------|----------|
| 1 watched | 3 prepared | 5 walked |
| 2 listened | 4 played | |

3 **Aim** To practise the past simple of regular verbs (affirmative)

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

Answer Key

- | | |
|-----------|------------|
| 2 studied | 4 looked |
| 3 danced | 5 finished |

4 **Aim** To present the past simple of irregular verbs (affirmative)

- Read out the **Grammar** box, the grammar table and the cartoon.
- Explain the task and give Ss time to complete it.
- Refer Ss to the **Irregular Verbs** list at the back of their books for help if necessary.
- Check Ss' answers.

Module 4

Answer Key

- | | |
|----------|-------------------|
| 1 became | 7 gave |
| 2 left | 8 sent |
| 3 came | 9 read |
| 4 made | 10 learnt/learned |
| 5 did | 11 bought |
| 6 forgot | 12 wrote |

5 **Aim** To practise the past simple of irregular verbs (affirmative)

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

Answer Key

- | | |
|------------------|----------|
| 1 read | 3 bought |
| 2 learnt/learned | 4 became |

6 **Aim** To practise the past simple of irregular verbs (affirmative)

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

Answer Key

- Ken and I saw this film last night.
- The children went to the theatre last Saturday.
- The singer wrote his first song last year.
- I heard Liam Payne's new song last night.

4c • Vocabulary

1 **Aim** To present new vocabulary

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

2 a) **Aim** To listen for specific information

- Play the recording and give Ss time to write the types of entertainment they hear.
- Then check Ss' answers.

Answer Key

sports match, TV, concert, opera, fashion show

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

- Play the recording again and then give Ss time to read the statements and mark them accordingly.
- Check Ss' answers around the class.

Answer Key

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

3 **Aim** Think To express a preference

Read out the question and elicit answers from Ss around the class following the example.

Suggested Answer Key

My favourites types of entertainment are films and concerts because I like going to the cinema and I like music.

4d • Everyday English

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

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

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 B | 2 D | 3 C | 4 E | 5 A |
|-----|-----|-----|-----|-----|

2 **Aim** To listen for confirmation and act out a dialogue

- Play the recording for Ss to listen and check their answers. Then ask Ss to take roles and act out the dialogue in groups of three.
- Monitor the activity around the class.

3 **Aim** To role-play a dialogue agreeing/disagreeing

- Explain the task and ask Ss to work in pairs and role-play a dialogue using phrases from the box and following the plan.
- Then give Ss time to complete the task.
- Monitor the activity around the class and then ask some pairs to role-play their dialogue in front of the class.

Module 4

Suggested Answer Key

A: *Wow! Our trip was amazing. I loved everything.*

B: *Really? I hated it. It was really cold and rainy.*

A: *OK, that's true. But the tour of the city was exciting!*

B: *No, it wasn't. It was boring.*

A: *Well, I disagree. I enjoyed it. And even you had fun at the opera.*

B: *OK. You're right.*

A: *See! It wasn't so bad after all!*

B: *I guess not!*

Pronunciation

Aim To pronounce **-ed** ending

- Ask Ss to write the verbs in the correct box in the table.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

Answer Key

/t/ verbs ending in unvoiced sounds	/d/ verbs ending in voiced sounds	/ɪd/ verbs ending in /t/ & /d/ sounds
<i>promised</i>	<i>loved</i>	<i>visited</i>
<i>looked</i>	<i>borrowed</i>	<i>ended</i>
<i>kissed</i>	<i>cleaned</i>	<i>sounded</i>
<i>walked</i>		
<i>hoped</i>		

4e • Grammar

1 **Aim** To present the past simple of regular/irregular verbs (negative)

- Read out the grammar table, the **Grammar** box and the cartoon.
- Ask Ss to read the sentences and then give them time to complete them.
- Check Ss' answers around the class.

Answer Key

- 1 *didn't play* 4 *didn't see*
 2 *didn't send* 5 *didn't watch*
 3 *didn't listen*

2 **Aim** To practise the past simple of regular/irregular verbs (negative)

- Ask Ss to read the sentences and then give them time to rewrite them in the negative.
- Check Ss' answers around the class.

Answer Key

- 1 *The singer didn't sing my favourite song at the concert.*
 2 *We didn't have a great time at the cinema last night.*
 3 *Jack didn't read a book last night.*
 4 *Steven didn't go to the opera last week.*
 5 *The actor didn't dance beautifully in the play.*

3 **Aim** To practise the past simple of regular/irregular verbs (negative)

- Ask Ss to work in pairs and make true sentences about them/their friends using the past simple negative.
- Give Ss time to complete the task.
- Monitor the activity around the class.

Suggested Answer Key

- I didn't watch TV last night.*
Anne didn't meet her cousin last weekend.
Paul didn't play computer games yesterday.

4 **Aim** To practise the past simple (affirmative)

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

Answer Key

- 1 *left* 3 *wore* 5 *went*
 2 *wrote* 4 *liked*

5 **Aim** To practise the past simple (negative)

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

Answer Key

- 1 *Samuel didn't leave the party at 11 pm.*
 2 *The writer didn't write his latest book last year.*
 3 *The actor didn't wear a beautiful dress.*
 4 *Jillian and I didn't like the new Ed Sheeran song.*
 5 *We didn't go to a football match last week.*

Module 4

6 **Aim** To practise the past simple

- Give Ss time to complete the task using the correct form of the past simple.
- Check Ss' answers.

Answer Key

- 1 was, started
- 2 met, was
- 3 left, went
- 4 learnt (learned), was

7 **Aim** To research and present Heracles' story

- Tell Ss to look at the picture and elicit the name of the legendary hero and the story.

Answer Key

Heracles, The Nemean Lion

- Then give Ss time to collect information about Heracles' story.
- Ask some Ss to tell his story to the class.

Suggested Answer Key

The Nemean Lion was very strong. A lot of hunters tried to kill it, but they failed. Heracles trapped the lion and killed it. He made a coat out of the lion's fur and wore the lion's head as a helmet. The people of Nemea were happy because the beast was dead.

4f • Across Cultures

1 **Aim** To listen and read for order of events

- Ask Ss to read the text and order the paragraphs.
- Play the recording. Ss listen and check.

Answer Key

- 1 C 2 A 3 B

2 **Aim** To read for specific information

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

Answer Key

- 1 R 2 DS 3 W

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

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

Answer Key

- 1 Princess Amidala
- 2 a Jedi teacher
- 3 Because he did many terrible things.

- Refer Ss to the **Check these words** box.
- Play the video for Ss and elicit their comments.

4 **Aim** Think To express an opinion

Give Ss time to consider their opinion and then ask various Ss around the class to share their opinion with the class.

Suggested Answer Key

I think Darth Vader was bad because he did many terrible things, but deep down he was good because in the end he saved Luke Skywalker.

5 **Aim** To listen for specific information

- Ask Ss to read through the events A-F and think about what order they may appear in the listening task.
- Play the recording. Ss listen and order the events according to what they hear.
- Check Ss' answers.

Answer Key

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

6 **Aim** To retell a story

- Read out the **Note** box.
- Then ask Ss to take turns and work in pairs and retell Snape's story using the sentences in Ex. 5 and the connectors in the **Note** box. Monitor the activity around the class.

Suggested Answer Key

Snape studied at Hogwarts school of Witchcraft and Wizardry. Then he became friends with some bad people. After that, he joined the Death Eaters. But, one day, the woman he loved died and he joined the Order of the Phoenix. In the end, he gave his memories to Harry Potter.

Module 4

7 **Aim** To write a text about a film character

- Explain the task and ask Ss to write a text about Snape using the sentences in Ex. 5 and their answers from Ex. 6 to help them.
- Tell Ss to follow the plan.
- Give Ss time to complete the task and then ask some Ss to read out their answers to the rest of the class.

Suggested Answer Key

Severus Snape is a character in the Harry Potter books. He's interesting because everyone thinks he is bad, but in the end Harry Potter finds out he's good.

Snape studied at Hogwarts school of Witchcraft and Wizardry. Then, he became friends with some bad people. Afterwards he joined the Death Eaters. But one day the woman he loved died and he joined the Order of the Phoenix.

In the end he gave his memories to Harry Potter.

4 • CLIL (Music)

1 **Aim** To present vocabulary for musical instruments

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

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

- Play the recording. Ss listen, read the text and answer the question.
- Elicit an answer from the class.

Answer Key

The piano

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

Answer Key

- | | |
|---------------------|-------------------|
| 1 <i>percussion</i> | 3 <i>woodwind</i> |
| 2 <i>string</i> | 4 <i>brass</i> |

Design your own homemade musical instruments.

- Ask Ss to work in small groups and design their own musical instruments. Assign the task as HW.
- Ask Ss to present them in the class.

(Ss' own answers)

Flash Time • 4

1 a) **Aim** To match music genres to musical instruments

- Ask Ss to look at the pictures and then play the recording. Ss listen and match the extracts to the instruments.
- Check Ss' answers.

Answer Key

- | | | | |
|------------|------------|------------|------------|
| 1 <i>B</i> | 2 <i>D</i> | 3 <i>A</i> | 4 <i>C</i> |
|------------|------------|------------|------------|

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

- Play the recording and ask Ss to listen and match the instruments to the dances and countries.
- Play the recording again for Ss to check their answers.

Answer Key

- | | | | |
|------------|------------|------------|------------|
| 1 <i>c</i> | 2 <i>d</i> | 3 <i>a</i> | 4 <i>b</i> |
|------------|------------|------------|------------|

2 **Aim** To prepare a poster

Give Ss time to work in small groups and collect information about a traditional musical instrument and a dance from their country and prepare a poster.

Suggested Answer Key

Bucium



Module 4

This is a traditional musical instrument from Romania. It is very long. Shepherds used it to communicate in the mountains.

Hora



This is a traditional Romanian dance. People dance in a circle holding each other's hands. Folk bands play the music on lots of different instruments.

3 **AIM** To present a traditional musical instrument and a dance

Ask various Ss to use their posters from Ex. 2 to present a traditional musical instrument and a dance.

Suggested Answer Key

Hello, everyone! Today, I want to tell you about a traditional musical instrument and a dance from my country.

In Romania, a traditional musical instrument is the buciun. It is very long. Shepherds used it to communicate in the mountains.

Also, the hora is a traditional Romanian dance. People dance in a circle holding each other's hands. Folk bands play the music on lots of different instruments.

Are there any questions?

Thank you for listening.

4 **AIM** To learn about the value of grace

Read the quotations aloud and give Ss time to consider what they mean and discuss in pairs. Then elicit explanations from various Ss.

Suggested Answer Key

A: I think the quotation by Martha Graham means that dance is a means of communication for a person's soul to speak to people without words.

B: I think you're right. I think the quotation by Charles Baudelaire says something similar; dancing is like poetry of the body.

A: I agree. Both quotes are referring to grace through physical movement and talking about its importance.

Progress Check 4

1 1 R 2 W 3 DS 4 DS 5 W

2 1 singer 3 businessman
2 actor 4 real estate agent

3 1 ballet 3 fashion show
2 concert 4 sports match

4 1 thought 5 wanted
2 booked 6 enjoyed
3 studied 7 decided
4 bought 8 ate

5 1 flew 3 tried
2 didn't visit 4 didn't have

6 1 watched, went 3 didn't go, went
2 were you, came 4 cooked, tidied

7 1 It was really great!
2 They weren't that good.
3 Well, I enjoyed it!
4 I'm sure it wasn't that bad.
5 I guess so.

8 1 R 2 R 3 W 4 R 5 W

9 Steve Harrington is a character in the TV series 'Stranger Things'. He's interesting because everyone thinks he is bad, but, in the end, everyone finds out he's good.

Steve was the coolest kid in school and he was very popular – but he was a bully especially to Nancy and Jonathan. Then Steve saved Nancy and Jonathan from a monster. Afterwards, he looked after Nancy's little brother and his friends. In the end, Steve and the kids saved the town.

Competences

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

What an adventure! **Module 5**

Topic

In this module, Ss will explore the topics of holiday activities/sports/extreme sports, weather, endangered species and feelings.

Module page

78-79

Lesson Objectives: To get an overview of the module, to learn holiday activities/sports/extreme sports, to talk about holiday activities/sports/extreme sports, to agree/disagree, to invite - accept/refuse

Vocabulary: Holiday activities (*go skydiving, go kayaking, go windsurfing, go waterskiing, go hang-gliding, go skiing, go snowboarding, go ice skating, go sightseeing, go camping, sit around a campfire*)

5a Reading

80-81

Lesson Objectives: To listen and read for specific information, to read for specific information, to learn the weather, to research and present the weather in various cities around the world, to listen for key information, to express an opinion, to write a journal entry

Vocabulary: Weather (*windy, rainy, hot, cool, humid, foggy*); Nouns (*jungle, gift, campfire, guide, macaw, feather*); Verb (*land*)

5b Grammar

82-83

Lesson Objectives: To learn the past simple of regular/irregular verbs (interrogative & short answers)

5c Vocabulary

84

Lesson Objectives: To learn endangered species, to listen for specific information, to talk about endangered species, to practise prepositional phrases

Vocabulary: Endangered species (*mountain gorilla, ringed seal, loggerhead sea turtle, macaw, lemur*); Prepositional phrases (*under threat, in danger, at risk, in the wild*)

5d Everyday English

85

Lesson Objectives: To complete a dialogue, to act out a dialogue describing last summer's activities, to pronounce /n/, /ŋ/

5e Grammar

86-87

Lesson Objectives: To learn *used to*, question tags, connectors (*and, but, because*)

5f Across Cultures

88-89

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to talk about feelings, to learn adverbs ending in *-ly/-ily*, to listen for order of events, to write a story, to develop thinking and narrative skills

Vocabulary: Feelings (*sad, worried, angry, scared*); Nouns (*luggage, manager, confirmation, record*); Verb (*book*); Phrasal verb (*step off*)

5 CLIL (Citizenship)

90

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about travelling with care

Vocabulary: Nouns (*planet, souvenir, ivory, tusk, custom*); Adjective (*exciting*); Phrase (*take care*)

Flash Time 5

91

Lesson Objectives: To categorise travel activities, to create a leaflet, to give a presentation on being a smart traveller, to learn about the value of respect for others

Progress Check 5

92-93

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module, to listen for order of events, to write a story

Module 5

What's in this module?

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

1 To present vocabulary for holiday activities/sports/extreme sports

- Ask Ss to look at the pictures and then play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Ask Ss which of these activities are sports/extreme sports.
- Then tell Ss to think of more sports.

Answer Key

Sports: skydiving, kayaking, windsurfing, waterskiing, hang-gliding, skiing, snowboarding, ice skating

Extreme sports: skydiving, kayaking, waterskiing, hang-gliding, snowboarding

Suggested Answer Key

tennis, basketball, football, cricket, volleyball, baseball, badminton, ice hockey

- Play the video and elicit Ss' comments.

2 To talk about holiday activities and agree/disagree

- Read out the box and explain that we use these phrases to agree/disagree.
- Ask Ss to work in pairs and decide which activities you can do in which seasons and agree/disagree using the phrases in the box.
- Monitor the activity around the class and then ask various Ss around the class to tell the rest of the class.

Suggested Answer Key

A: *I think you can go kayaking in the summer.*

B: *I agree. I think you can go camping in the summer too.*

A: *You're right about that, but you can go camping in the spring and autumn as well, and sit around a campfire.*

B: *You can go ice skating in the spring too.*

A: *I don't think so. You can go ice skating, skiing and snowboarding in the winter.*

B: *I guess so.*

3 Think To express a preference

Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

I like camping. It's fun. I don't like hang-gliding. It's dangerous.

4 To invite - accept/refuse

- Read out the box and explain that we use these phrases to invite - accept/refuse.
- Monitor the activity around the class.

Suggested Answer Key

A: *Would you like to go ice skating with me?*

B: *I'd love to./I'm sorry, I can't.*

5a • Reading

1 To listen and read for specific information

- Ask Ss to read the two sets of phrases.
- Play the recording. Ss listen and read the text.
- Ss match the phrases. Check Ss' answers.

Answer Key

1 c 2 a 3 b

2 To read for specific information

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

Answer Key

1 R 2 DS 3 R 4 W

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

3 a) To present the weather

- Ask Ss to look at the words. Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then give Ss time to use the words to label the images.

Module 5

Answer Key

- 1 hot 3 rainy 5 windy
2 humid 4 foggy 6 cool

b) **Aim** To research and present the weather in various cities around the world

- Explain the task and give Ss time to research and collect information about the weather in various cities around the world.
- Then ask Ss to tell the class. They can stick labels on the class globe too.

Suggested Answer Key

*Today it's rainy in London.
Today it's hot in Los Angeles.
Today it's foggy in Moscow.*

4 **Aim** To listen for key information

- Explain the task and ask Ss to look at the names of the people and the weather.
- Play the recording. Ss listen and match the people to the correct weather.
- Check Ss' answers.

Answer Key

- 1 d 2 e 3 a 4 b 5 c

5 **Aim** Think To express a preference

Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

Yes, I would because it is a very interesting place. There are lots of amazing animals and birds there like squirrel monkeys, parrots and macaws.

6 **Aim** To write a journal entry

- Explain the task and give Ss time to write a journal entry answering the questions in the rubric.
- Ask various Ss to read out their journal entry to the class.

Suggested Answer Key

Tuesday

Today, I woke up to rainy weather. I put on my coat and boots and walked to school in the rain. It stopped shortly after Maths and we went outside at break time. We played football in the playground. It was windy and cool on my way home. I was glad to get inside my nice, warm house.

5b • Grammar

1 **Aim** To present the past simple of regular/irregular verbs (interrogative & short answers)

- Read out the grammar table and the cartoon.
- Explain the task and go through the sentences. Then give Ss some time to put the words in the correct order to make questions.
- Check Ss' answers.

Answer Key

- 1 *Did you go sightseeing last year?*
- 2 *Did Jack try ice skating when he was in Canada?*
- 3 *Did they offer gifts to the guests?*
- 4 *Did the children have breakfast?*
- 5 *Did Irene play the piano when she was 5?*

2 **Aim** To practise the past simple of regular/irregular verbs (interrogative & short answers)

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

Answer Key

- 2 *Did the boys do their homework? Yes, they did.*
- 3 *Did your brother watch TV last night? Yes, he did.*
- 4 *Did Carl learn English when he was 8? No, he didn't.*
- 5 *Did Tony stay in a hotel when he was in Rome? No, he didn't.*

Module 5

3 **Aim** To practise the past simple (interrogative & short answers)

- Explain the task and give Ss some time to make questions.
- Then have Ss work in pairs and answer them.
- Check Ss' answers around the class.

Answer Key/Suggested Answer Key

A: Did you go camping last summer?

B: No, I didn't.

A: Did you sit around a campfire in the summer?

B: No, I didn't.

A: Did you try ice skating in the winter?

B: Yes, I did.

A: Did you watch a film on Thursday?

B: No, I didn't.

A: Did you listen to music last night?

B: Yes, I did.

4 **Aim** To practise the past simple (affirmative & negative)

- Give Ss time to read the gapped text and then fill the gaps with the correct past simple form of the verbs in brackets.
- Check Ss' answers.

Answer Key

1 travelled 10 didn't come

2 were 11 had

3 went 12 took

4 wasn't 13 sat

5 changed 14 told

6 arrived 15 sang

7 set 16 slept

8 decided 17 left

9 wanted 18 didn't expect

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

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

Answer Key

2 Did they swim in the lake? No, they didn't.

3 Did his mum and brother go hiking? Yes, they did.

4 Did they all sleep outside? No, they didn't.

5 Did Tim enjoy camping? Yes, he did.

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

- Explain the task and give Ss some time to make questions.
- Then have Ss work in pairs and answer them.
- Check Ss' answers around the class.

Answer Key/Suggested Answer Key

A: Did you watch TV last Saturday?

B: Yes, I did.

A: Did you visit your grandparents last Saturday?

B: Yes, I did.

A: Did you play football last Saturday?

B: No, I didn't.

A: Did you tidy your room last Saturday?

B: Yes, I did.

A: Did you cook lunch last Saturday?

B: No, I didn't.

A: Did you read a book last Saturday?

B: Yes, I did.

A: Did you go to the beach last Saturday?

B: No, I didn't.

A: Did you hang out with your friends last Saturday?

B: Yes, I did.

5c • Vocabulary

1 **Aim** To present endangered species; to listen for specific information

- Ask Ss to look at the pictures and read the reasons in the list.
- Ss match the animals to the reasons they are endangered.
- Play the recording.
- Ss listen and check their answers.

Answer Key

The mountain gorillas are endangered because they lose their homes.

The ringed seals are endangered because the climate is changing.

The loggerhead sea turtles are endangered because there is pollution.

The macaws are endangered because people sell them illegally.

The lemurs are endangered because hunters kill them.

Module 5

2 **Aim** To talk about endangered species

- Explain the task and read out the example.
- Ask Ss to ask and answer about the endangered species in Ex. 1, following the example.
- Monitor the activity around the class.

Answer Key

A: *Why are the ringed seals endangered?*
 B: *The ringed seals are endangered because the climate is changing.*

A: *Why are the loggerhead sea turtles endangered?*
 B: *The loggerhead sea turtles are endangered because there is pollution.*

A: *Why are the macaws endangered?*
 B: *The macaws are endangered because people sell them illegally.*

A: *Why are the lemurs endangered?*
 B: *The lemurs are endangered because hunters kill them.*

3 **Aim** To practise prepositional phrases

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

Answer Key

1 threat 3 risk
 2 danger 4 wild

5d • Everyday English

1 **Aim** To complete the dialogue

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

Answer Key

1 B 2 D 3 E 4 A

2 **Aim** To listen for confirmation

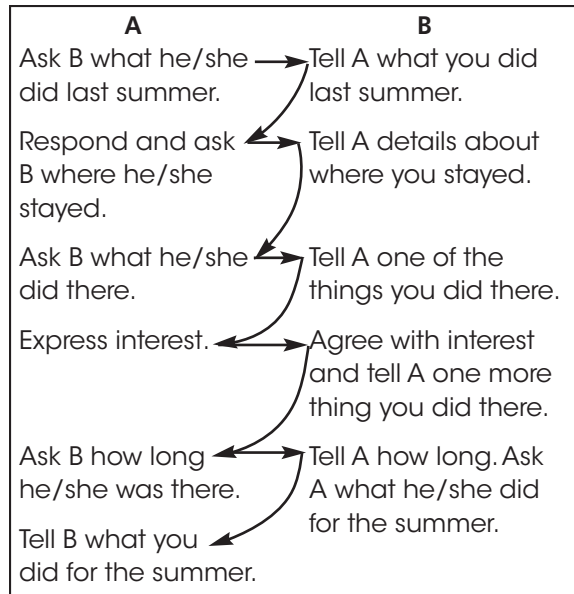
Play the recording for Ss to listen and check their answers to Ex. 1.

3 **Aim** To act out a dialogue

- Ask Ss to take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

4 **Aim** To role-play a dialogue describing last summer's activities

- Explain the task and tell Ss to use the advert to help them complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Ss complete the task in pairs.
- Write this diagram on the board for Ss to follow.



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

Suggested Answer Key

A: *What did you do last summer, Alan?*
 B: *I volunteered in Costa Rica.*
 A: *Really? Where did you stay?*
 B: *I was part of a volunteer team in a nature reserve there. It was great.*
 A: *What did you do there?*
 B: *We took care of the sloths there. We prepared food for them.*
 A: *Sounds interesting.*
 B: *Yes. We also collected data on sloth behaviour.*
 A: *How long did you stay there?*
 B: *I was there for the whole of July. What did you do?*
 A: *I helped my mum in her bakery.*

Module 5

Pronunciation

Aim To pronounce /n/, /ŋ/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then elicit more words with these sounds.

Suggested Answer Key

/n/ pen, pin

/ŋ/ thing, interesting

5e • Grammar

1 **Aim** To present *used to*

- Read out the grammar theory and the cartoon.
- Explain that we use *used to* to talk about past habits or things that don't happen anymore. We can also use the past simple with no difference in meaning to talk about past habits.
- Draw Ss' attention to the **Grammar** box.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 use

3 used to live/lived

4 left

5 used to travel/travelled

6 use

7 moved

8 use to have

9 use

10 bought

2 **Aim** To practise *used to*

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

Answer Key

2 He didn't use to wear glasses.

3 He used to read comic books.

4 He used to spend summers at the seaside.

5 He didn't use to go sailing.

6 He didn't use to play video games.

7 He used to ride a bike.

8 He didn't use to study French.

3 **Aim** To practise *used to*

- Ask Ss to ask and answer in pairs about what they used to do when they were six.
- Monitor the activity around the class and then ask various Ss to tell the class what their partner did.

Suggested Answer Key

A: Did you use to play with toy cars?

B: No, I didn't. I used to watch TV.

A: Did you use to go to ballet lesson?

B: No, I didn't. I used to play sports.

4 **Aim** To present and practise question tags

- Read out the grammar theory and explain the form and use of question tags. (We use question tags at the end of sentences to ask for/confirm information. We form them with the auxiliary/modal verb from the sentence and an appropriate subject pronoun.)
- Explain that when the sentence is positive the question tag is negative and when the statement is negative the question tag is positive.
- Explain that when we know the answer to the question we use a descending intonation in the question tag and when we don't know the answer to the question we use a rising intonation in the question tag.
- Explain the task and give Ss some time to complete it. Play the recording. Then check Ss' answers.

Answer Key

1 did he

5 isn't it

2 don't you

6 shall we

3 isn't she

7 didn't he

4 aren't you

8 isn't it

Game!

Ss play the game in pairs following the instructions.

Suggested Answer Key

A: You had a lovely holiday, didn't you?

B: Yes, I did. You haven't been to Rome before, have you?

Module 5

A: No, I haven't. It's a beautiful city, though, isn't it?

B: Yes, it is. You haven't been there, have you?

A: No, I haven't. etc

5 **Aim** To practise intonation

- Ask Ss to listen to the sentences in Ex. 4 and choose the correct intonation of the question tags.
- Check their answers.

Answer Key

1 ↘ 3 ↘ 5 ↗ 7 ↗
2 ↗ 4 ↗ 6 ↘ 8 ↘

- Then Ss listen again and repeat.

6 **Aim** To present and practise connectors (*and, but, because*)

- Read out the **Grammar** box and elicit the uses of the connectors *and, but, because*.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *and* 3 *but* 5 *but*
2 *because* 4 *and* 6 *because*

5f • Across Cultures

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

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

Answer Key

1 *b* 2 *c* 3 *a*

2 **Aim** To read for specific information

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

Answer Key

1 *DS* 2 *R* 3 *W*

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

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

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

Answer Key

1 *They felt excited when they stepped off the plane.*
2 *In the end, their holiday was great.*

4 **Aim** Think To talk about feelings

- Ask Ss to look at the pictures and explain the words for feelings.
- Then ask various Ss to tell the class how they would feel in this situation and why.

Suggested Answer Key

I would feel worried that we wouldn't find anywhere to stay. I would try not to feel angry with my dad because he made a mistake, but I would feel sad that the holiday wasn't how it was supposed to be.

5 a) **Aim** To present/practise adverbs ending in *-ly/-ily*

- Read out the **Grammar** box and explain how we form adverbs.
- Then give Ss time to write the adverbs for the adjectives in the list.
- Check Ss' answers.

Answer Key

1 *quickly* 4 *angrily* 7 *sadly*
2 *slowly* 5 *quietly* 8 *simply*
3 *loudly* 6 *easily*

b) **Aim** To identify adverbs

Elicit adverbs from the story on p. 88.

Answer Key

politely, incorrectly, luckily, kindly, easily

6 **Aim** To listen for order of events

- Ask Ss to look at the pictures and think about what is happening in each one. Play the recording. Ss listen and order the pictures according to what they hear.
- Check Ss' answers.

Module 5

Suggested Answer Key

Dos	Don'ts
<ul style="list-style-type: none"> • know how to read a map • learn about the local culture • know how to swim 	<ul style="list-style-type: none"> • drop litter • take pebbles and shells from the beach • treat animals badly (ride elephants, walk lions)

2 **Aim** To create a leaflet

- Explain the task and give Ss time to create a leaflet using their answers from Ex. 1.
- Ask various Ss to share their leaflets with the class.
- Give Ss time to complete the task or assign the task as HW.

Suggested Answer Key

Are you a smart traveller? Here are some dos and don'ts.

- Ask before taking photos.
- Know how to read a map.
- Learn about the local culture.
- Know how to swim.
- Don't waste water.
- Don't take pebbles and shells from the beach.
- Don't treat animals badly (ride elephants, walk lions).
- Don't drop litter.

3 **Aim** To give a presentation on being a smart traveller

- Ask Ss to work in small groups and give Ss time to use the information from Exs 1 & 2 to prepare a presentation.
- Ask various groups of Ss to give their presentations to the class.

Suggested Answer Key

Good afternoon, everyone! My name is Anca and today I am going to talk to you about how to be a smart traveller. Here are some dos and don'ts. Make sure you know how to read a map so you don't get lost. Make sure you know how to swim so you don't get into trouble in the water. Learn about the local culture before you visit a place and ask people before you take their photos.

Don't waste water or any other resource. Don't take pebbles or shells from the beach. Respect the animals as well as the people and don't treat animals badly. Never drop litter. Always leave a place how you found it and treat the local people, animals and nature with respect. Are there any questions? Thank you for listening.

4 **Aim** To learn about the value of respect for others

- Read the quotations and give Ss time to read the meanings and match them to the quotations.
- Check Ss' answers.

Answer Key

1 B 2 C 3 A

5 **Aim** To present a quotation on respect for others

Give Ss time to research online for a suitable quotation and then ask various Ss to share their quotations with the class.

Suggested Answer Key

The Earth does not belong to us. We belong to the Earth.

Marlee Matlin (American actress, author and activist)

Progress Check 5

1 1 DS 2 R 3 W 4 W

2 1 kayaking 3 snowboarding
2 windsurfing 4 ice skating

3 1 threat 3 Mountain
2 humid 4 rainy

4 1 didn't come 3 didn't travel
2 wrote 4 Did you arrive

5 1 used to 3 because
2 use 4 aren't I

6 1 carefully 3 Luckily
2 suddenly 4 terribly

Module 5

7 1 d 2 a 3 c 4 b

8 1 C 2 A 3 D 4 B

- 9 *One beautiful sunny morning last week, I went sailing with my parents and my brother on the lake near our house. We all felt very happy and relaxed.*

We sailed to the middle of the lake and stopped to have lunch. Then it started to rain and we saw lightning in the sky and heard the sound of thunder. But the engine didn't start, so we couldn't sail back to shore. Suddenly, my brother saw a red boat and we all started waving at it. It came towards us quickly and we asked the man in it for help.

The man pulled our boat back to shore. We all felt relieved to be back on land, and thanked him for saving us.

Competences

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

Special Days **Module 6**

Topic

In this module, Ss will explore the topics of celebrations & festivities, food and food categories.

Module page

94-95

Lesson Objectives: To get an overview of the module, to talk about celebrations & festivities, to write a short message, to make and present a calendar with festivals

Vocabulary: Celebrations (*Thanksgiving, birthday, New Year, Christmas, Easter, May Day, Mother's Day, Father's Day*)

6a Reading

96-97

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to learn phrases with *do* & *make*, to talk about party preparations, to listen for specific information, to write an email of invitation, to write an email accepting/refusing an invitation

Vocabulary: Nouns (*streamer, favour, preparation*); Verbs (*decorate, organise*); Phrasal verb (*blow out*)

6b Grammar

98-99

Lesson Objectives: To learn the future simple (affirmative, negative, interrogative & short answers)

6c Vocabulary

100

Lesson Objectives: To learn about food & food categories, to talk about healthy eating, to learn making offers

Vocabulary: Food (*cereal, milk, orange juice, egg, nuts, pizza, bread rolls, spinach, turkey, mushrooms, steak, pasta, potatoes, cabbage, chicken, burger, ice cream, biscuits, pear, carrots, grapes*); Food categories (*fruit & vegetables, carbohydrates, proteins, fats*)

6d Everyday English

101

Lesson Objectives: To complete a dialogue, to act out a dialogue ordering at a fast food restaurant, to pronounce /s/, /v/

6e Grammar

102-103

Lesson Objectives: To learn *can/can't - may/may not*, adverbs of manner - time - place, quantifiers

6f Across Cultures

104-105

Lesson Objectives: To listen and read for specific information, to read for specific information, to put instructions of a recipe in the correct order, to express a preference, to listen for content, to write a blog entry about a festival

Vocabulary: Nouns (*race, face painting, treat, ticket*); Phrasal verb (*take part in*)

6 CLIL (History)

106

Lesson Objectives: To listen and read for gist, to read for key information, to answer comprehension questions

Vocabulary: Nouns (*feast, century, journey, tradition*); Verbs (*celebrate, survive, gather*); Phrase (*take a step back into*)

Flash Time 6

107

Lesson Objectives: To collect information about a celebration/festival in your country, to make a poster and present a celebration/festival, to learn about the value of entertainment

Progress Check 6

108-109

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module, to complete a dialogue, to listen for content, to write a blog entry

Module 6

What's in this module?

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

1 **Aim** To present vocabulary for celebrations & festivities

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Play the video and elicit Ss' comments.

2 **Aim** To talk about celebrations & festivities

Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

In my country, we celebrate all of these celebrations and festivities except Thanksgiving. At New Year, Christmas and Easter we spend time with our families and eat special food. We have parties to celebrate birthdays. On May Day, we don't go to school or work. On Mother's Day and Father's Day we give gifts to our mums and dads.

3 **Aim Think** To express a preference

Give Ss time to consider their answers and then elicit answers from Ss around the class.

Suggested Answer Key

My favourite celebration is Christmas because I like the special food and I like getting lots of presents!

4 **Aim** To write a short message

- Explain the task and give Ss time to write a short message to Santa Claus.
- Ask Ss to exchange their messages and reply to their partner's message.
- Check Ss' answers in class or assign as HW.

Suggested Answer Key

*Dear Santa,
My name is Angela and I'm 12 years old. I expect to be on the nice list this year, because I was a good girl all year round.*

I'm writing to let know you that this year I would like a tablet.

Thank you.

Love,

Angela

(Response)

Dear Angela,

Thank you for your letter. I will do my best to make you happy, but promise to be a good girl and stay on the nice list until Christmas.

Remember I always check my list twice.

Love,

Santa

Aim To make and present your own calendar with festivals in your country in different seasons

- Give Ss time to research online and find festivals in their country in different seasons. Ask Ss to present them to the class.
- Alternatively, assign the task as HW and check their answers in the next lesson.

Suggested Answer Key

Winter: Timisoara – 16th-18th February – International Piano Festival

Spring: Brasov – 31st March – Brasov Half-Marathon

Summer: Sibiu, Great Square – 24th-28th July – ARTmania Festival

Autumn: Prundu – 4th November – 'Danube River' Raiders Club Cycling Race

6a • Reading

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

- Ask Ss to read the two sets of phrases.
- Play the recording. Ss listen and read the email and the message.
- Then Ss match the phrases. Check Ss' answers.

Answer Key

1 c 2 a 3 b

Module 6

2 **Aim** To read for specific information

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

Answer Key

1 R 2 W 3 DS 4 W

- Refer Ss to the **Check these Words** box.
- Play the video and elicit Ss' comments.

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

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

Answer Key

- 1 *Brenda's party is at 8 pm.*
- 2 *Her mum will make her cake.*
- 3 *They will play games after Brenda blows out her candles.*

4 **Aim** To present and practise phrases with do & make

- Read out the **Note** box.
- Give Ss time to choose the correct word in the phrases (1-8) and then play the recording for Ss to listen and check their answers.

Answer Key

1 make	4 do	7 make
2 make	5 do	8 make
3 do	6 do	

5 **Aim** **Think** To talk about party preparations

- Read out the rubric and give Ss time to consider their answers.
- Elicit answers from Ss around the class following the example.

Suggested Answer Key

I usually do my hair and nails. I also make invitations. Sometimes I do the shopping with my parents.

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the questions and the possible answers.
- Play the recording. Ss listen and choose their answers according to what they hear.
- Check Ss' answers.

Answer Key

1 C 2 B 3 C 4 B

7 a) **Aim** To write an email of invitation

- Explain the task and give Ss time to write an email inviting their friend to their party.
- Tell Ss to use the notes and the email in Ex.1 as a model.
- Then ask various Ss to read out their email to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi, Ben,

How are you? I'm writing to invite you to my party at my house on Sunday 15th June at 7 pm. I passed my exams and I'm celebrating it. I'm sure it'll be so much fun.

My mum will decorate the living room with balloons and streamers. My dad will make burgers and chips and we will buy some cola. My sister will make a birthday cake for me, but I don't know what will be on top - it's a surprise! We will also listen to music and dance. My uncle will make the playlist!

Anyway, I hope you can come. Let me know as soon as possible.

Talk to you soon,

Ivan

b) **Aim** To write an email accepting/refusing an invitation

- Ask Ss to swap emails and write a reply to their partner's email, including all the points in the rubric and using the phrases from the box to help them.
- Check Ss' answers in class or assign as HW.

Module 6

2 **Aim** To talk about food

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

Answer Key

*Sally has spinach and some turkey for lunch.
Sally has chicken and potatoes for dinner.
Sally has carrots and grapes for a snack.*

- Then ask various Ss to say what they have for breakfast, lunch, dinner and a snack.

Suggested Answer Key

*I have cereal with milk for breakfast.
I have pizza for lunch.
I have steak and potatoes for dinner.
I have a pear and biscuits for a snack.*

3 **Aim** To identify countable/uncountable nouns

- Read out the **Note** box and give Ss time to look at the food/drinks in Ex.1.
- Elicit which are countable/uncountable from Ss around the class.

Answer Key

Countable: *egg, nuts, bread rolls, mushrooms, potatoes, biscuits, pear, burger, carrots, grapes*

Uncountable: *milk, cereal, orange juice, turkey, pizza, spinach, pasta, cabbage, steak, chicken, ice cream*

4 **Aim** To make an offer

- Read out the phrases in the box.
- Explain the task and give Ss time to look at the food/drinks in Ex. 1.
- Then ask Ss to take roles and act out dialogues in pairs.
- Monitor the activity around the class.

Suggested Answer Key

A: *How about some ice cream?*

B: *Yes, please.*

A: *Would you like some biscuits?*

B: *I don't really like biscuits. etc*

6d • Everyday English

1 **Aim** To complete a dialogue

- Ask Ss to read the sentences (A-G) and then give them time to read the dialogue and complete the gaps.
- Remind Ss that two sentences are extra.
- Check Ss' answers.

Answer Key

1 B 2 E 3 A 4 F 5 C

2 **Aim** To listen for confirmation

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

3 **Aim** To act out a dialogue

- Read out the **Note** boxes.
- Ask Ss to take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

4 **Aim** To role-play a dialogue ordering at a fast food restaurant

- Explain the task.
- Tell Ss that they can use the dialogue in Ex. 1 as a model as well as *The Snack Box* menu to complete the task.
- Write the diagram on the board for Ss to follow.



Module 6

- Monitor the activity around the class and ask some pairs to role play their dialogue in front of the class.

Suggested Answer Key

A: Hello. Welcome to The Snack Box. Can I take your order?

B: Let's see. I'd like a vegetarian burger, please.

A: OK. Would you like chips with that?

B: No, thanks.

A: Anything to drink?

B: A bottle of mineral water, please.

A: OK. How about dessert? We've got apple pie and a selection of ice cream flavours.

B: I'd like a piece of apple pie, please.

A: So, that's a vegetarian burger, a piece of apple pie and a bottle of mineral water. That's £5.40, please.

B: Here you are.

A: Thank you.

Aim To design a menu

- Ask Ss to work in small groups and design a menu for a fast food restaurant following the example of *The Snack Box*.
- Tell Ss to think of a name for their restaurant and include dishes for all of the categories.
- Give Ss time to complete the task and check their answers. Display the menus on the classroom walls.

Suggested Answer Key

Jerry's Place

Pizzas

chef's special	£5.75
pepperoni	£5.50
cheese	£4.50
vegetarian	£4.50

Side dishes

onion rings	£2.50
small chips	£1.75
large chips	£2.50
garlic bread	£2.50

Desserts

apple pie	£2.50
chocolate cake	£2.75
ice cream	£1.95

Drinks

cola	£1.20
fruit juice	£1.50
mineral water	£1.20

Pronunciation

Aim To pronounce /ʌ/, /ʊ/

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation and then elicit more words with these sounds.

Suggested Answer Key

/ʌ/ up, some, bun

/ʊ/ book, foot, push

6e • Grammar

1 **Aim** To present and practise *can/can't - may/may not*

- Read out the grammar theory and the cartoon.
- Explain the task and give Ss some time to identify what *can* expresses in each sentence.
- Check Ss' answers.

Answer Key

1 AP	4 A	7 AP	10 RP
2 A	5 LA	8 LA	11 GP
3 AP	6 AP	9 LA	12 RP

2 **Aim** To practise *can/can't - may/may not*

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

Answer Key

2 A: May I go to the toilet, please?

B: Yes, you may.

3 A: Can I borrow your camera?

B: I'm afraid you can't.

4 A: May I eat a sandwich in the classroom?

B: No, you may not.

5 A: Can I try the cake, Mum?

B: No, you can't.

Module 6

3 **Aim** To present and practise adverbs of manner - time - place

- Read out the grammar theory and the cartoon.
- Explain the task and then give Ss some time to identify what the adverbs in bold express.
- Check Ss' answers.

Answer Key

1 manner 3 place 5 manner
2 time 4 manner

4 **Aim** To present and practise quantifiers

- Read out the grammar theory and the cartoon.
- Explain the task and then give Ss some time to complete the task.
- Check Ss' answers.

Answer Key

2 many 4 much 6 much 8 any
3 much 5 lots 7 some

6f • Across Cultures

1 **Aim** To identify information

- Ask Ss to look at the texts and identify how they are related.
- Check Ss' answers.

Suggested Answer Key

The first text is a blog entry about a Strawberry Festival and the second is a poster for a Strawberry Festival.

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

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

Answer Key

1 c 2 a 3 b

3 **Aim** To read for specific information

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

Answer Key

1 W 2 DS 3 R 4 DS

- Refer Ss to the **Check these words** box.
- Play the video for Ss and elicit their comments.

4 **Aim** To read for specific information

- Ask Ss to read the recipe and put the instructions in the correct order.
- Check Ss' answers and express an opinion about the strawberry juice.

Answer Key

1 Wash the strawberries, remove the stems and cut into small pieces.
2 Put the strawberries, sugar and lemon juice in a blender.
3 Blend until smooth.
4 Add water and blend again for a minute.
5 Serve the juice in glasses with ice cubes.

Suggested Answer Key

It tastes awesome!

5 **Aim** **Think** To express a preference

Give Ss time to consider their opinion and then ask various Ss around the class to share their opinion with the class.

Suggested Answer Key

I would like to watch the live bands because I like live music. I would like to do face painting because it's fun. etc

6 **Aim** To listen for specific information

- Ask Ss to read through the gapped text and think about what information may be missing.
- Play the recording. Ss listen and fill the gaps according to what they hear.
- Check Ss' answers.

Answer Key

1 July 3 contest 5 10
2 music 4 cake

Module 6

7 **Aim** To write a blog entry about a festival

- Explain the task and ask Ss to write a blog entry about the *Dessert Festival* using the poster in Ex. 6 to help them.
- Give Ss time to complete the task.

Suggested Answer Key

Hi, guys! I'm Alan and I will visit the Dessert Festival this July. It's a big festival and it's got lots of things to see and do. I will go there with my parents and my sister. We will leave in the morning and come back late at night. At the festival, we' will watch a parade and some live music and eat lots of desserts! My dad will also take part in a pie-eating contest. It will be great! What about you? What festival will you visit?

6 • CLIL (History)

1 **Aim** To predict the content of the text and listen and read for specific information

- Ask Ss if they know how Thanksgiving started.
- Play the recording for Ss to listen and read the text to find out.
- Elicit Ss' answers.

Answer Key

Thanksgiving started because the Pilgrims that travelled to the New World wanted to celebrate their first harvest.

2 **Aim** To read for key information

- Ask Ss to read the headings and then give them time to read the text again and match the headings to the paragraphs.
- Check Ss' answers.

Answer Key

1 C 2 A 3 B

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

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

Answer Key

- 1 *The Pilgrims' journey began on 6th September, 1620.*
- 2 *The journey lasted 66 days.*

3 *The Native Americans taught them how to fish, hunt and grow plants.*

- Refer Ss to the **Check these words** box.
- Play the video and elicit Ss' comments.

Flash Time • 6

1 **Aim** **Think** To collect information about a celebration/festival in your country

- Ask Ss to collect images and information about a celebration/festival in their country and complete the table.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

Name/Place/Date: *Sus pe Muntele din Jina/ Jina, a small village in Sibiu County/27th-31st July*

What it celebrates: *ancient Romanian traditions and local folk culture*

How it started: *years ago to keep traditions alive*

What happens at the festival/celebration: *people eat traditional food, listen to music, dance and show local crafts*

2 **Aim** To make a poster

Ask Ss to work in pairs and use the images and notes in Ex. 1 to make a poster of the celebration/festival.

Suggested Answer Key

Come celebrate Sus pe Muntele din Jina with us! 27th - 31st July

Jina, Sibiu County

This year, we'll have so much for you, such as:

- *lots of traditional food*
- *live music concerts*
- *dancing contests*
- *local crafts and so much more...*



Module 6

3 **AIM** To present a celebration/festival

- Give Ss time to work in small groups and prepare a presentation using their poster from Ex. 2.
- Ask various groups to present the celebration/festival to the class.

Suggested Answer Key

Hello, everyone! Today, we will talk to you about the Sus pe Muntele din Jina Festival. The festival happens in Jina, a small village in Sibiu County, from the 27th until the 31st July. It celebrates ancient Romanian traditions and local folk culture. It started many years ago because people wanted to keep their traditions alive. Visitors can eat traditional food, listen to live music, take part in dancing contests and admire local crafts. It's lots of fun! Are there any questions? Thank you for listening.

4 **AIM** Think To learn about the value of entertainment

Ask Ss to consider why entertainment is important and read through the list of reasons. Then ask various Ss to use the list to tell the class as well as any more reasons they can think of.

Suggested Answer Key

Entertainment is important because it can teach us about different cultures and make us more sociable. It can also help us discover and express ourselves. It can teach us about history, make us more creative and encourage us to appreciate art. It can inspire us to learn new things and see things in a different way.

Progress Check 6

1 1 W 2 W 3 R 4 DS 5 R

2 1 make 3 do
2 do 4 make

3 1 cabbage 3 nuts
2 spinach 4 chips

4 1 will buy 4 Will Mary come
2 will not/won't visit 5 will/'ll go
3 Will you make

5 1 Can, can 3 May, may not
2 much, some 4 little, some

6 1 My mum is in the kitchen now.
2 They left for London yesterday.
3 She slowly opened the envelope.

7 1 d 2 a 3 b 4 c 5 e

8 1 August 4 fish
2 bands 5 15
3 contest

9 *Hello, guys! I'm Barbara and I'm going to visit the Seafood Festival this August. I love seafood and there are lots of things to see and do there. I'm going with my family and my friend Anna. We're going to leave at midday and come back in the evening. At the festival, we're going to watch live music from local bands, see dance shows and parades and a fish pie eating contest. We're also going to take part in a kids' swimming race and eat lots of fish dishes, of course! It's going to be amazing!*

Competences

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

World Tales

(pp. 110 - 111)

1 **Aim** To introduce the topic and read for specific information

Elicit what (if anything) Ss know about L. Frank Baum. Then ask Ss to read the biography to check.

Answer Key

L. Frank Baum was an American writer. He wrote children's books.

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

- Tell Ss to look at the pictures and the characters.
- Play the recording. Ss listen and follow the text in their books and find out who the characters are.

Answer Key

The characters are the Scarecrow, Dorothy, Toto, the Tin Man, and the Lion.

3 **Aim** To read for specific information

- Ask Ss to read the questions and the answer choices.
- Allow Ss some time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

1 B 2 A 3 A 4 C

4 **Aim Think** To compare characters in a story

- Divide the class into small groups and ask them to compare the characters and their motives for finding the Emerald City.
- Monitor the activity around the class and then ask some groups to report back to the rest of the class.

Suggested Answer Key

It is really important for the characters in the story to find the Emerald City. Dorothy wants to ask the Great Oz to help her get home. The Scarecrow wants a brain, Tin Man wants a heart and the Lion wants courage.

5 a) **Aim** To order events

- Ask Ss to read the events and then give them time to put them into the correct order.
- Check Ss' answers around the class.

Answer Key

- 1 *Dorothy and Toto saw a Scarecrow with no brain.*
- 2 *Dorothy saw a Tin Man with an axe.*
- 3 *Dorothy got the oil can and oiled the Tin Man.*
- 4 *They heard a loud roar.*
- 5 *They met a Lion who tried to bite Toto.*
- 6 *They all decided to find the Great Oz together.*
- 7 *Dorothy and her friends saw a green light shining in the distance.*

b) **Aim** To summarise a story

Elicit a verbal summary of the story from various Ss around the class or give Ss time to complete a short written summary. Ask various Ss to read their summaries in class. Tell Ss to use appropriate linkers to show the sequence of events (e.g. next, then, after that, etc).

Suggested Answer Key

Dorothy and Toto saw a Scarecrow with no brain. Then Dorothy saw a Tin Man with an axe. Dorothy got the oil can and oiled the Tin Man. Soon after, they heard a loud roar. Then they met a Lion who tried to bite Toto. After that, they all decided to find the Great Oz together. After some time, Dorothy and her friends saw a green light in the distance.

6 **Aim** To predict the end of a story

- Divide the class into small groups and ask them to discuss the questions in the rubric.
- Monitor the activity around the class and then ask various groups to share their ideas with the rest of the class.

Suggested Answer Key

I think they meet the Great Oz and he helps them all get what they want. I think the Great Oz helps Dorothy get back to her hometown.

- Research the whole story or watch the video. How close were your guesses?

World Tales

- Ask Ss to look up the story of *The Wonderful Wizard of Oz* online or in a book and find out the end of the story and what happens to the characters and check if their guesses were correct.
- Alternatively, play the video for Ss to check their guesses and elicit their comments.

(Ss' own answers)

(pp. 112 - 113)

1 **AIM** To introduce the topic and read for specific information

Elicit what (if anything) Ss know about J.M. Barrie. Then ask Ss to read the biography to check.

Answer Key

J.M. Barrie was a Scottish writer. He created Peter Pan.

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

- Play the recording. Ss listen and follow the text in their books and find out what happens in the extract.
- Elicit answers from Ss around the class.

Answer Key

Wendy and her brothers dream of Neverland and Peter Pan. One day, Wendy meets him and he asks them to go to Neverland with him. In the end, they all fly to Neverland together.

3 **AIM** To read for specific information

- Ask Ss to read the sentences.
- Allow Ss some time to read the text again and choose the correct answer.
- Check Ss' answers.

Answer Key

- 1 a house made of leaves
- 2 window
- 3 Peter

4 **AIM** To read for specific information

- Give Ss time to read the gapped sentences and the text again, and complete the task.
- Remind Ss that the names can be used more than once in each gap.
- Check Ss' answers.

Answer Key

- 1 Wendy, John & Michael
- 2 Mrs Darling
- 3 the Lost Boys
- 4 Wendy
- 5 John & Michael
- 6 Peter
- 7 Peter, Wendy, John & Michael

5 **AIM** To summarise a story and practise error correction

- Ask Ss to work in closed pairs and take turns to use the pictures to give a short summary to their partner. They may say or write it. Tell them to make three deliberate mistakes which their partner must correct.
- Monitor the activity around the class.

Suggested Answer Key

A: *Wendy, John and Mrs Darling dream of the Neverland and Peter Pan. One day, Wendy finally meets him. Peter asks her to fly with him to the Neverland to be a sister to the Lost Boys. Wendy asks if he can teach John and Michael to fly as well. He blows fairy bricks on them and they fly away to the Neverland.*

B: *Wendy, John and Michael dream of the Neverland and Peter Pan. Peter asks Wendy to be a mother to the Lost Boys. He blows fairy dust on them and they fly away to the Neverland.*

6 **AIM** To act out an extract

- Divide the class into small groups of five and then ask Ss to assign roles (*Peter, Wendy, Mrs Darling, John, Michael*) and act out the extract.
- Monitor the activity and then choose one group to act out the extract in front of the rest of the class.

(Ss' own answers)

World Tales

7 a) **Aim** To predict the next events in a story

Ss work in groups and discuss what they think happens next. Ask some groups to share their ideas with the class.

Suggested Answer Key

A: I think they all go to the Neverland and they have lots of adventures.

B: I think so too. I think they meet the Lost Boys and Wendy acts as their mother.

C: I agree. I think they meet an evil character called Captain Hook and Peter fights him.

b) **Aim** To watch a video for confirmation

Play the video while Ss watch and check their guesses from Ex. 7a.

(Ss' own answers)

Create your own Neverland

- Divide the class into small groups and explain the task. Give Ss time to create their own Neverland and include the geographical features and the people who live there.
- Ask various Ss to present their maps to the class.
- Alternatively, assign the task as HW and ask Ss to present their maps in the next lesson. Then display the maps on the classroom walls.

(Ss' own answers)

Presentation Skills Key

(p. 115)

1 Dos: 1, 4

1 • Present your perfect school (pp. 116-117)

1 **Where it is:** in the countryside, in a small town, in the suburbs, under the sea, near a lake, in the city centre, beside a river

Size: small, big, huge

Inside: four classrooms, computers, blue walls, windows, canteen, whiteboards, library, gym

Outside: swimming pool, garden, playground, flowers

Furniture: chairs, desks

2 1 B 2 C 3 A 4 D

3 2 beautiful 4 small
3 comfortable 5 huge

4 A "School is a place that provides education and education is the key to life."
B "In school, you learn how to learn."

5 (Ss' own answers)

6 Suggested Answer Key

People say, "School is a place that provides education and education is the key to life." What is your perfect school like? A big one? A small one? Well, my perfect school is very strange.

It is in the shape of a piano. It is in a busy street in the city centre.

There are seven classrooms with comfortable chairs and big desks. The desks look like pianos. Each classroom has got a huge whiteboard. There is a library and a gym too.

Outside there is a beautiful garden with lots of trees and flowers. There is also a big swimming pool.

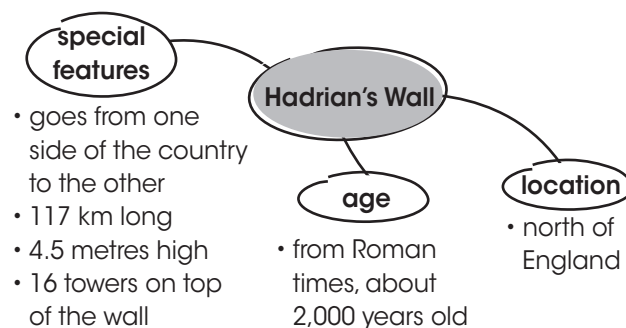
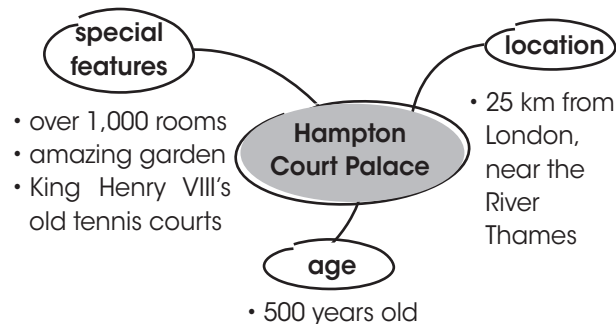
My school is wonderful! What do you think?

Are there any questions?

Thank you for listening.

2 • Present landmarks (pp. 118-119)

1



2 **Opening technique:** addressing the audience
Closing technique: using a quotation

3 She summarises her points and recommends visiting the places by using phrases such as 'in summary', 'well worth a visit' and 'is a must'.

4 (Ss' own answers)

5 a) Introduction: a Conclusion: b

b) a 2 b 1

6 (Ss' own answers)

3 • Present a historical figure (pp. 120-121)

2 C & D

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

Presentation Skills Key

- A: Born: Portsmouth, 7th February, 1812
 B: 1832 – reporter for two London newspapers
 C: 1836 – 10, Catherine Hogarth
 D: Died: Kent, 9th June, 1870
 E: 12, factory
 F: 1827 – not a student, office boy
 G: 1842-1860 – Hard Times, Great Expectations
 H: 1837 – first classic, Oliver Twist

4 (Ss' own answers)

4 • Present a traditional musical instrument (pp. 122-123)

1 Speaker A uses a picture.
Speaker B uses music.

2 Suggested Answer Key

- 2 47 strings
- 3 pluck strings with fingers and thumbs – 7 foot pedals
- 4 Italy – 16th century
- 5 Britain – 17th century

3 (Ss' own answers)

4 Suggested Answer Key

"Where words fail, music speaks," said Hans Christian Andersen. Look at this picture. Do you know what this instrument is? It's the triple harp, a traditional Welsh string instrument.

The triple harp is a tall instrument that looks like the number 7. It has got 47 strings. Each string has a different colour and plays a different note so that players can tell them apart.

To play the triple harp you have to pluck the strings with fingers and thumbs. This takes a lot of skill! There are also 7 foot pedals at its base; players operate them with the foot. Let's listen to an extract. ... Isn't that beautiful!

The triple harp originated in Italy as long ago as the late 16th century. Then, at the beginning of the 17th century, it first appeared in the British Isles. Soon, Welsh harpists living in London started playing it. It was so popular that by the beginning of the 18th century people called it the 'Welsh harp'.

The triple harp is a wonderful instrument to listen to. What do you think?

Are there any questions?

Thank you for your attention.

5 • Present smart travellers (pp. 124-125)

1 The purpose of the presentation is to persuade the audience to do something.

3 2 & 3

4 1 c 2 a 3 b

5 (Ss' own answers)

6 • Present a celebration (pp. 126-127)

1



2 **Opening technique:** using a riddle
Closing technique: asking a rhetorical question

3 a) (Ss' own answers)

b) (Ss' own answers)

4 a) Introduction: a Conclusion: b

b) a 2 b 1

5 (Ss' own answers)

6 (Ss' own answers)

Festivities Key

(pp.140-143)

- 1 Bonfire Night is a festivity.
It takes place in the UK every year on 5th November.
People all around the UK celebrate it with big fires, fireworks and lots of food.

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

b)

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

3 (Ss' own answers)

4 a) (Ss' own answers)

b) (Ss' own answers)

(pp.144-147)

- 1 Father Christmas symbolises the Christmas spirit.
The mince pies and carrots children leave for Father Christmas and the reindeer on Christmas Eve symbolise gratitude.
The Christmas stocking symbolises generosity.
The coin in the Christmas pudding symbolises good luck for the person who finds it.
The star symbolises the star of Bethlehem the Three Wise Men followed to find baby Jesus.
The tinsel symbolises light.
The candy canes symbolise purity and God's love.
The Christmas tree symbolises an everlasting life.
The presents under the Christmas tree symbolise the gifts the Three Wise Men brought for baby Jesus.

2 spirit, fat, happy, presents, children

3 (Ss' own answers)

4 1 b 2 c 3 a

5 (Ss' own answers)

(pp.148-151)

- 1 Pancake Day is a festivity.
It takes place on a Tuesday between 2nd February and 9th March.
People traditionally made pancakes on this day to use up their eggs and milk before Lent.

2 flour, milk, eggs, salt, oil, frying pan, pancake, toppings

3 (Ss' own answers)

4 1 1445 4 woman 7 three
2 costume 5 head
3 need to 6 pancake

5 (Ss' own answers)

6 (Ss' own answers)

(pp.152-153)

- 1 Most children prepare a nice breakfast for their dads. Lots of people also give presents or cards to their dads. Most families organise barbecues, go to a park and play sports, go hiking or have picnics.
- 2 I'M VERY LUCKY BECAUSE I'VE GOT THE BEST DAD IN THE WORLD!
- 3 (Ss' own answers)

Evaluations Key

EVALUATION 1 (Modules 1-2)

- 1** 1 spends 3 listens 5 catch
2 have 4 have 6 goes
- 2** 1 plane 3 bike/bicycle 5 motorbike
2 ship 4 car 6 tram
- 3** 1 popular 4 giving 7 cheerful
2 like 5 talkative 8 smiles
3 generous 6 talks
- 4 a)** 1 a) earlier b) earliest
2 a) long b) longest
3 a) expensive b) most expensive
4 a) more interesting b) most interesting
- b)** (Ss' own answers)
- 5** 1 usually has 5 does the train leave
2 Are the children doing 6 don't get
3 loves 7 'm working
4 isn't chatting 8 doesn't watch
- 6** 1 Our new English teacher is great.
2 Well, he's tall and slim.
3 What's he like?
4 Is he the one in the white shirt and blue trousers?
5 Let's go and talk to him!

EVALUATION 2 (Modules 3-4)

- 1** 1 actor 3 singer 5 painter
2 physicist 4 writer
- 2 a)** 1 train station 4 bridge
2 market 5 theatre
3 square 6 cathedral
- b)** 1 B 2 E 3 F 4 C 5 A 6 D
- 3** 1 match 4 ballet 7 opera
2 film 5 concert 8 fashion
3 play 6 dance
- 4** 1 weren't 4 didn't have 7 didn't have
2 had 5 were 8 did, have
3 Was 6 Were

- 5** 1 travelled 5 studied, watched
2 didn't meet 6 brought
3 became, was 7 didn't win
4 didn't come 8 stayed

6 Suggested Answer

Last summer I went to Copenhagen with my parents. We stayed at a nice hotel in the city centre. We visited the Royal Palace and saw the Changing of the Guards. We also explored Tivoli Gardens amusement park, but we didn't go to the Viking Ship Museum.

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

EVALUATION 3 (Modules 5-6)

- 1** 1 skiing 5 camping
2 campfire 6 sightseeing
3 windsurfing 7 kayaking
4 ice skating 8 waterskiing
- 2** 1 risk 3 sell 5 threat
2 lemurs 4 wild
- 3** 1 egg 3 sugar 5 grapes
2 nuts 4 pizza
- 4** 1 Did Sophie enjoy, didn't
2 Did you like, did
3 Did you go, didn't
4 Did he take, did
5 Did Jack go, didn't
- 5** 1 bought 3 didn't 5 happily
2 use 4 doesn't
- 6** 1 won't arrive
2 Will you do
3 'll order
4 Will Jill and Ben decorate
5 will make
- 7** 1 can't 3 much 5 any
2 Can 4 few
- 8** 1 Can I take your order?
2 I'd like a cheeseburger, please.
3 Yes, a large portion.
4 How about dessert?
5 That's all.

Student's Book Audioscripts

Module 1 – My World

1f – Exercise 4a (p. 25)

My classroom has got desks and chairs for all the students. There is a blackboard, but there isn't a television or a projector. There aren't posters on the walls and there isn't a bookcase. All our books are in the school library.

Progress Check 1 – Exercise 9 (p. 29)

Mother: So, come on, Liam, tell me the truth. How was your first day at school? I can't wait to hear!

Liam: It was great! I really like Mr Franklin, my teacher.

Mother: Yes, well, I met him last week and I liked him too. He smiles a lot, and that's great for a teacher.

Liam: He gets very excited about the lessons, too, and that makes them interesting. I made two new friends, Josh and Kim.

Mother: What are they like?

Liam: Josh talks a lot. He never stops! And he's very funny. Kim's really nice too. She likes giving people things. At lunch, she gave me some of her chocolate.

Mother: What about that boy Roger and his twin sister Cybil? The ones that live opposite. They're in your class, right?

Liam: Yeah, they are. But I'm not sure about Roger yet. He always tells people what to do. Cybil's nice, though. She's full of energy!

Mother: Yes, she is! I see her in the front garden, running around and doing a lot of things. She never stops moving! Is there anyone in the class that everyone likes?

Liam: Giorgio. He's tall with dark hair and brown eyes. He's very good at football too. All the children in the class like him. It's a nice class, Mum.

Mother: Oh, I'm so pleased to see you smiling and happy about your new school!

Module 2 – Round we go!

Progress Check 2 – Exercise 7 (p. 45)

Visit Bath

Bath is a small city in Somerset in the southwest of England. It is a popular tourist destination that is full of beautiful buildings and little shops. You can visit the Ancient Roman Baths to see what life was like in the past! Visitors can also go shopping on Pulteney Bridge and the High Street. It is easy to get to Bath by car. There is also a train station with trains to Bristol and London, and buses going to nearby cities.

Module 3 – Back in time

Exercise 1 (p. 46)

M1: So, the next part of our quiz is about famous people. Question 1: Queen Elizabeth I, the Queen of England, was born in 1533, but when did she die? Was it in 1603 or 1604? Yes, Mark?

M2: She died in 1603.

M1: That's... correct! Next, Vincent van Gogh, the Dutch painter, died in 1890, but when was he born? Was it in 1815 or 1853? Fiona, what do you think?

F: It was in 1853.

M1: That's right! He was just 37 when he died. Now, Charlie Chaplin, the English actor. He died in 1977, but when was he born? Was it in 1889 or 1890? Fiona again.

F: It was in 1890.

M1: That's... wrong, I'm afraid. The correct answer is 1889. Question 4 is about Charles Dickens, the English writer. He was born in 1812. When did he die – 1850 or 1870? Yes, Mark?

M2: He died in 1870.

M1: Correct again, Mark! Next is Elvis Presley, the American singer and actor. He died in 1977. When was he born? Was it in 1913 or 1935? Fiona, you were first.

F: It was in 1935.

M1: Well done, Fiona. You needed that point. OK, last question of this part. Albert Einstein was a German physicist. He was born in 1879, but when did he die? 1955 or 1965? Mark...

M2: I think it was 1965.

M1: Sorry, Mark, but that's not correct. The answer is 1955. And that's the end of this part. You both got two points there.

3a – Exercise 5 (p. 49)

The British Museum is one of the largest museums in the United Kingdom. It is open from 10:00 am until 5:30 pm from Monday until Sunday. On Fridays, the museum stays open until 8:30 pm. Entrance to the museum is free. There are many tube stations and buses that stop near the museum. There are lots of things to see at the museum, including paintings, sculptures and statues. Visitors can also go on a tour, have something to eat and buy souvenirs.

Student's Book Audioscripts

3c- Exercises 2a & b (p. 52)

The *Harry Potter* series is a very popular book and film series. There were seven books and eight films in total. The books and films were full of magic and mystery. This is why many fans were excited when a new book or film was out. And this is why you are all on this Harry Potter London Tour! So, without delay, let's begin the tour.

Our first stop is here at King's Cross train station. The famous Platform 9 $\frac{3}{4}$ is here. This magical platform was in *Harry Potter and the Philosopher's Stone* - the first Harry Potter film. This was the gateway to the Wizarding World.

Next stop is London Zoo. Let's go to the Reptile House. Does anyone remember in which film we see this place? ... No? ... Well, the Reptile House was in *Harry Potter and the Philosopher's Stone* too. This is the place that Harry discovers he can talk to snakes.

Piccadilly Circus is a famous square in London and it is another place where Harry and his friends were. We see Piccadilly Circus in *Harry Potter and the Deathly Hallows One* - the seventh film in the series. In this film, Harry, Hermione and Ron are at Piccadilly Circus when a London bus almost hits them.

Australia House - another famous London landmark - was also in the *Harry Potter* films. You can see the hall inside the building when Harry Potter and Hagrid go to Gringotts Wizarding Bank in *Harry Potter and the Philosopher's Stone*.

The Millennium Bridge was in the opening scene of *Harry Potter and the Half Blood Prince* - the sixth film in the series. The bridge was in one of the most spectacular scenes of this *Harry Potter* film.

Our last stop is Leadenhall Market. This was Diagon Alley in the *Harry Potter* films. This is also the place you can find the Leaky Cauldron - the wizard's pub in the films. As you can see, the building in the film was black and not blue, as it is now.

Anyway, this is the end of the tour. I hope you had a great time! Thank you for joining me on this tour. Have a nice day!

3f - Exercise 5 (p. 57)

Albert Einstein was a world-famous physicist. He was born in 1879 in Ulm, Germany and died in 1955 in New Jersey, USA. He is famous for being the father of modern physics, a genius and the author of the Theory of Relativity. Between the ages of 8 and 21, he was a student in Germany and Switzerland. In 1902,

he had a job at the Swiss Patent Office and, in 1908, he was a lecturer at the University of Bern. His greatest achievement was the Nobel Prize for Physics in 1921.

Progress Check 3 - Exercise 7 (p. 61)

Blenheim Palace is a country house near Woodstock in Oxfordshire. It is one of the most impressive country houses in Britain. Monday to Sunday, the palace is open from 10:30 in the morning until 5:30 in the afternoon. Tickets are £27 for adults and £15.50 for children under the age of 16. Visitors can get there by bus, taxi or car. There are many things to see at Blenheim Palace. You can go on a tour of the house and the gardens. There are also special events like a food market and music concerts!

Module 4 - Celebrities

Exercise 1 (p. 62)

- Boy:** Who's your favourite football player?
Girl: Definitely Cristiano Ronaldo.
Boy: Does he play for Manchester United?
Girl: No, he plays for Real Madrid. He played for Manchester United until 2009, but his first team was Sporting FC.
- Girl:** I think *Sing* is my favourite Ed Sheeran song.
Boy: Really? My favourite is *Thinking Out Loud*.
Girl: Was that his first song?
Boy: No, his first one was *The A Team*.
- Girl:** Maddie Ziegler is an amazing dancer!
Boy: Is she the girl in the music video for *Elastic Heart* by Sia?
Girl: Yes. Her first music video was *Chandelier* when she was only 12.
Boy: Wow. I saw her in the video for *Cheap Thrills* too. She's in a lot of Sia's music videos.
- Boy:** Do you like *iCarly*?
Girl: Yes. It's got Miranda Cosgrove in it - she's my favourite actor.
Boy: Was she in *Zoey 101*?
Girl: Only as a guest star. Her first TV appearance was in *Drake and Josh* as their little sister.
- Girl:** Daniel Radcliffe became famous for the *Harry Potter* films.
Boy: Yes, he did. But his first film was *The Tailor of Panama*. And before that, he starred in *David Copperfield* when he was just 10 years old.

Student's Book Audioscripts

6 Girl: Did you see EvanTube's *Exploding Watermelon Challenge* video?

Boy: Yeah – it was funny, but I liked *World's Largest Gummy Worm vs. Kid* more.

Girl: Was that his first video?

Boy: No, that was *Angry Birds Stop Motion*.

7 Boy: Did Kendall Jenner become a model in 2007?

Girl: No, that was when she first appeared on TV. Her first modelling job was in 2009, but she didn't start working on her own projects until 2012.

4c – Exercises 2a & b (p. 68)

Hi, guys! Steven here and I'm back with another vlog. All of you know how much I like to make videos about different places around the world, but I decided to make this video about my own city – New York. There are so many things to do here that you never get bored. So, here is my list of the top things to do in the Big Apple!

Number 1 Sports matches

New York is a great place for sports fans. You can watch so many different sports like baseball, football, ice hockey and basketball. I love sports – especially ice hockey. I went to see an ice hockey match last week and my favourite team won!

Number 2 TV shows

People film lots of TV shows in New York too! You can buy tickets in advance to see live recordings of talk shows or comedies.

Number 3 Concerts, Operas & Musicals

My city is the best for music! There are loads of places to see live music around New York, and you can see stars like Katy Perry or Ed Sheeran performing in Madison Square Garden. If you like musicals, then Broadway is the best place for you. I love the opera, so I go to the Metropolitan Opera House as often as I can! It's amazing.

Number 4 Fashion shows

Finally, there is Fashion Week every February and September. During these weeks, you can see fashion shows, top designers and models. It's fashion-tastic! Those are just some of the highlights of New York, but there is so much more to do here. I love my city and I think it's a great place to visit at least once in your lives! Until next time!

4f – Exercise 5 (p. 73)

I'm a big fan of the *Harry Potter* books by J.K. Rowling. Most of my friends think Harry and Hermione are the best characters, but my favourite is Severus Snape. He's a complicated person and readers don't really know whether he's good or evil until the end of the books.

Snape was a student at Hogwarts School of Witchcraft and Wizardry. He wasn't very popular and he didn't have a lot of friends. He loved a girl called Lily, but she was more interested in James Potter. Snape became sad and angry because Lily didn't like him, and he made friends with some bad people. When he left school, he joined a group called the Death Eaters and helped them to do terrible things. But when the master of the Death Eaters killed Lily – the woman Snape loved – he changed sides. He joined the good Order of the Phoenix to fight against the Death Eaters and protect Lily's son, Harry Potter.

Snape didn't tell anyone that he was part of the Order of the Phoenix. He worked in secret, so many people believed he was still evil. Even Harry believed it, too, right up until Snape died and magically gave Harry his memories. Then Harry saw that he was really a good man, pretending to be a Death Eater so that he could help save Harry and all his friends.

Flash Time 4 – Exercise 1b (p. 75)

- 1 My name's Aiko and I'm from Japan. One of our traditional dances is the fan dance. The dancers hold a fan in each hand as they dance – it's beautiful to watch. The musicians often use the shamisen to play the music.
- 2 I'm Mark and I'm from Ireland. Ceili is our traditional dance. It's fast and energetic – just like the music. Ceili music uses the Irish national instrument – the tin whistle.
- 3 I'm Isoa and I'm from Fiji. Meke is a Fijian traditional dance. Groups of men or women dance it, but not usually men and women together. There isn't any music – just us clapping our hands and the beat of the lali drum.
- 4 My name's Maria and I'm from Brazil. Our traditional dance is samba. It's quick and quite difficult to learn. Samba music often uses maracas.

Student's Book Audioscripts

Progress Check 4 - Exercise 8 (p. 77)

My favourite TV show is *Stranger Things* and my favourite character is Steve Harrington. When we first meet Steve in Season 1, he is the coolest kid in school. He's a brilliant basketball player and he's very popular – but he isn't a nice person. He is a bully. He spends a lot of time with his friends Tommy and Carol and they are unkind to lots of people, especially Steve's girlfriend, Nancy, and a boy in their class called Jonathan.

But Nancy and Jonathan haven't got time to worry about Steve – there are more important things happening in their town. Jonathan's brother, Will, is missing! A monster from another place took him and they have to find him before it's too late. Unfortunately, the monster finds them first – but they escape thanks to Steve. He arrives just in time and saves Nancy and Jonathan. From then on, Steve stops being a bad guy and starts being nicer although he is still the coolest kid in school.

In Season 2, Steve helps out again. Even though Nancy isn't his girlfriend any more, he still looks after Nancy's little brother and his friends. When more monsters appear, he helps the kids save the town and everyone in it. Steve becomes the hero of the whole TV show – even though he started out as a pretty mean character.

Module 5 - What an adventure!

5a - Exercise 4 (p. 81)

- Girl:** Hi, Jack! How was your day at the beach?
Boy: Hi, Anna! It was great – we had so much fun!
Girl: Was it hot?
Boy: No, it wasn't. It was very windy!
- Boy:** Hey, Erica, did you go swimming in the lake this morning?
Girl: No, it was foggy, so we went for a walk.
Boy: OK. Let's hope it's sunny tomorrow instead!
- Girl:** How was Hong Kong, Alan? I heard it's rainy there.
Boy: Not when we visited! It was hot and humid, but it didn't rain at all!
- Boy:** Morning, Carla! Did you have fun in Oslo?
Girl: It was amazing, thanks!
Boy: Was it warmer than here?
Girl: No! It was pretty cool all day and really cold at night!

5 Boy: Did you walk to school yesterday, Lucy?

Girl: Of course I did. I walk every day – summer or winter.

Boy: But it was really rainy in the morning!

Girl: It didn't matter – I had my umbrella.

5c - Exercise 1 (p. 84)

Presenter: Tonight on *Wild on One*, we've got Dr Simon Wheatley, who is here to talk to us about endangered species. Dr Wheatley, can I start by asking why some species actually become endangered?

Dr Wheatley: Sure. There are several reasons why certain species become endangered. Take the loggerhead sea turtle, for example. This sea creature is a victim of pollution. In the first place, it mistakes plastic bags in the sea for jellyfish, and can choke on them. Also, rubbish on beaches can prevent it from laying its eggs. Macaws, on the other hand, are endangered because of the illegal pet trade. People want these attractive birds as pets, so they pay money for people to capture them. Another reason why animals become endangered is climate change. For instance, melting ice caps put ringed seals at risk. They need ice caves to protect their young, but this ice is slowly vanishing. Another example I can give you is the lemur. Poachers hunt them for their fur which people use to make various items of clothing. And finally, there's the mountain gorilla which is in danger because of habitat loss – specifically deforestation. People destroy forestland for farming or to sell wood and don't think about the fact that it's many animals' natural habitat.

Presenter: And the truly awful thing is that all of this is because of humans.

Dr Wheatley: Yes, unfortunately, that's true.

5f - Exercise 6 (p. 89)

Last summer, I went on holiday with my family to Scotland. My mum, dad and I all enjoy hiking, so one sunny morning we put on our clothes and packed our rucksacks. We were excited to start our hike up one of the tallest mountains in the area.

We hiked for hours. Then clouds began to gather in the sky above us. Suddenly, there was fog all around us and we couldn't see the path. In only a few minutes, we were lost. We didn't know which way to go, so we stood still and waited for the fog to clear.

Student's Book Audioscripts

We waited and waited. Then, all of a sudden, we heard a bark and a black and white dog ran out of the fog. He wanted us to follow him and, because we didn't have another choice except to wait some more, my parents decided we should go with him. He led us back down the mountain to his home - a farmhouse. We were safe at last!

The farmer was very kind and he made us cups of tea. Then he drove us to our hotel in his truck. We felt relieved to be back in our rooms. Now, we always check the weather forecast before going on a hike!

Progress Check 5 - Exercise 8 (p. 93)

Last Monday, my family and I went sailing around the lake near our house. It was a beautiful sunny day. There wasn't a cloud in the sky as we got into our boat. We sailed to the middle of the lake, then stopped to have lunch. We all felt happy and relaxed.

Then it started to rain. We quickly tried to sail to land. But we couldn't start the engine - so we couldn't go anywhere! We just had to sit there while it rained. We saw lightning in the sky and we could hear thunder as well. It was really scary!

Suddenly, my brother saw a small, orange boat on the other side of the lake. We waved to it. The boat turned and sped towards us. Soon the boat got closer and the man in it asked us if we needed help. Our boat was almost full of water by now, so we told him, "Yes, we do!"

In the end, the man pulled our boat back to shore and we thanked him ever so much for saving us. We were very glad to be back on dry land!

Module 6 - Special Days

6a - Exercise 6 (p. 97)

Jason: Hi, Paul! Will you come to my birthday party?

Paul: Sure! I can't find the invitation, though. I think I left it at Daniel's house on Friday night. Will your party be on Saturday morning?

Jason: No, it's on Sunday afternoon at 5 o'clock. Don't come to my house, though.

Paul: Why? Will you have your party at the cinema like you did last year?

Jason: No, this year I'll celebrate it at the climbing centre.

Paul: Oh, yes - now I remember! That's a cool idea. Will you order food from your favourite Chinese restaurant?

Jason: No, mum says not everybody likes it, so my dad will make pizzas.

Paul: Great! So, will we go climbing on your birthday, then?

Jason: Of course! I'm a bit old to have a clown or play party games, but a magician will come and do a magic show after we eat.

Paul: Really? It will be a great party!

6f - Exercise 6 (p. 105)

Good morning, listeners! Who has got a sweet tooth? I certainly have! So, this Saturday, 14th July, I'll visit the Dessert Festival in West Park. It starts at 10 am and finishes at 11 pm. There will be so much to see and do, including lots of live music and free face painting for children. Make sure you arrive in time to watch the parade, and maybe even take part in the pie-eating contest! Even if you can't get there until late, you can still see the fantastic fireworks display at 9 pm. And let's not forget the highlight of the day - the desserts! There will be cake, ice cream, biscuits and so much more. Tickets are 10 pounds for adults and 7 pounds for children. You can reserve them, and find out more information, at www.sthfestival.co.uk. See you there!

Progress Check 6 - Exercise 8 (p. 109)

This month, why not come and enjoy an exciting and fun festival? Celebrate the Seafood Festival with us, here in Little Rock Park! The festival runs from Saturday the 4th to Sunday the 26th of August and is open from 9:30 am to 10:00 pm at night. And this year, we'll have a special festival, indeed. We'll have live music from local bands, dance shows, face painting, parades and a fish pie-eating contest. There's also a kids' swimming race, a brilliant fireworks display and much, much more. And when you get hungry, you can try any one of our fish, octopus, prawn or mussel dishes prepared by local chefs. Buy your tickets today! Prices start from fifteen pounds for adults and six pounds for children. Visit www.SeafoodFest.co.uk for more information and reserve your tickets today!

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
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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.

<ul style="list-style-type: none"> • talk about my daily routine 	
<ul style="list-style-type: none"> • listen and read for gist 	
<ul style="list-style-type: none"> • read for specific information 	
<ul style="list-style-type: none"> • read for comprehension 	
<ul style="list-style-type: none"> • talk about my free-time activities 	
<ul style="list-style-type: none"> • express likes/dislikes 	
<ul style="list-style-type: none"> • talk about appearance 	
<ul style="list-style-type: none"> • talk about character 	
<ul style="list-style-type: none"> • role play a dialogue describing a person 	
<ul style="list-style-type: none"> • pronounce /a:/, /æ/ 	
<ul style="list-style-type: none"> • listen for specific information 	
<ul style="list-style-type: none"> • read for key information 	
<ul style="list-style-type: none"> • talk about how to be a good student 	
<ul style="list-style-type: none"> • present my perfect school 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • write an email about my school & classroom 	
<ul style="list-style-type: none"> • draw a map of my perfect school 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about means of transport	
• read for specific information	
• compare means of transport in London to those in my village/town/city	
• ask for/give directions	
• role play a dialogue buying a train ticket	
• pronounce /ɪ/, /aɪ/	
• read for comprehension	
• listen for specific information	
• read for specific information	
• talk about landmarks	
• present landmarks	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write tweets	
• write an article about a village in my country	
• create a poster of various landmarks	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about famous people	
• listen and read for gist	
• read for specific information	
• listen for specific information	
• talk about places in the city	
• role play a dialogue describing my last holiday	
• pronounce /f/ (ph)	
• read for specific information	
• listen for specific information	
• read for specific information	
• present a historical figure from my country	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a blog comment about a visit to a museum	
• write a biography of Albert Einstein	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about celebrities	
• listen and read for gist	
• read for specific information	
• talk about jobs	
• listen for specific information	
• talk about my favourite types of entertainment	
• role play a dialogue agreeing/disagreeing	
• pronounce <i>-ed</i> ending	
• read for specific information	
• listen for order of events	
• talk about Severus Snape	
• read for key information	
• present a traditional musical instrument and a dance from my country	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a fact file about a celebrity	
• write a text about a film character	
• prepare a poster about a traditional musical instrument and a dance from my country	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about holiday activities/sports/extreme sports	
• invite - accept/refuse	
• read for specific information	
• describe the weather	
• listen for specific information	
• talk about the Amazon Rainforest	
• talk about endangered species	
• role play a dialogue describing last summer's activities	
• pronounce /n/, /ŋ/	
• read for specific information	
• express feelings	
• listen for order of events	
• read for gist	
• talk about travelling with care	
• present how to be a smart traveller	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a journal entry	
• write a story	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about celebrations & festivities	
• listen and read for gist	
• read for specific information	
• talk about party preparations	
• talk about food & food categories	
• role play a dialogue ordering at a fast food restaurant	
• pronounce /ʌ/, /ʊ/	
• listen and read for specific information	
• read for specific information	
• talk about a festival	
• listen for specific information	
• read for key information	
• present a celebration/festival in my country	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email of invitation and an email accepting/refusing an invitation	
• write a blog entry about a festival	
• create a poster of a celebration/festival in my country	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
talk about his/her daily routine			
listen and read for gist			
read for specific information			
read for comprehension			
talk about his/her free-time activities			
express likes/dislikes			
talk about appearance			
talk about character			
role play a dialogue asking for/giving directions			
pronounce /a:/, /æ/			
listen for specific information			
read for key information			
talk about how to be a good student			
present his/her perfect school			
write an email about his/her school & classroom			
draw a map of his/her perfect school			

Progress Report Card

..... (name) can:		Module 2		
	very well	OK	not very well	
talk about means of transport				
read for specific information				
compare means of transport in London to those in his/her village/town/city				
ask for/give directions				
role play a dialogue buying a train ticket				
pronounce /ɪ/, /aɪ/				
read for comprehension				
listen for specific information				
read for specific information				
talk about landmarks				
present landmarks				
write tweets				
write an article about a village in his/her country create a poster of various landmarks				

Progress Report Card

..... (name) can:		Module 3		
	very well	OK	not very well	
talk about famous people				
listen and read for gist				
read for specific information				
listen for specific information				
talk about places in the city				
role play a dialogue describing his/her last holiday				
pronounce /f/ (ph)				
read for specific information				
listen for specific information				
read for specific information				
present a historical figure from his/her country				
write a blog comment about a visit to a museum				
write a biography of Albert Einstein				

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about celebrities			
listen and read for gist			
read for specific information			
talk about jobs			
listen for specific information			
talk about his/her favourite types of entertainment			
role play a dialogue agreeing/disagreeing			
pronounce <i>-ed</i> ending			
read for specific information			
listen for order of events			
talk about Severus Snape			
read for key information			
present a traditional musical instrument and a dance from his/her country			
write a fact file about a celebrity			
write a text about a film character			
prepare a poster about a traditional musical instrument and a dance from his/her country			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about holiday activities/sports/extreme sports			
invite - accept/refuse			
read for specific information			
describe the weather			
listen for specific information			
talk about the Amazon Rainforest			
talk about endangered species			
role play a dialogue describing last summer's activities			
pronounce /n/, /ŋ/			
read for specific information			
express feelings			
listen for order of events			
read for gist			
talk about travelling with care			
present how to be a smart traveller			
write a journal entry			
write a story			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about celebrations & festivities			
listen and read for gist			
read for specific information			
talk about party preparations			
talk about food & food categories			
role play a dialogue ordering at a fast food restaurant			
pronounce /ʌ/. /ʊ/			
listen and read for specific information			
read for specific information			
talk about a festival			
listen for specific information			
read for key information			
present a celebration/festival in his/her country			
write an email of invitation and an email accepting/refusing an invitation			
write a blog entry about a festival			
create a poster of a celebration/festival in his/her country			

Workbook Key

Welcome back

(pp. 4-5)

1 1 e 3 k 5 j 7 l 9 c 11 i
2 g 4 h 6 a 8 d 10 b 12 f

2 2 fifteen 7 twenty-eighth
3 second 8 sixty-first
4 forty-three 9 one hundred
5 seventy-seventh and one
6 fifty-four 10 twelfth

3 1 Is, isn't, 's 4 Is, isn't, 's
2 are, 'm 5 Is, isn't, 's
3 are, aren't, 're

4 1 mine, yours 4 our, Its
2 Their 5 them
3 her

5 2 Can, can't 4 can
3 can, can't 5 Can, can, can't

(pp. 6-7)

1 1 Has, brother, has
2 Have, daughters, have
3 hasn't, brother
4 Has, cousins

2 1 a 2 b 3 b 4 a

3 1 These, those, cars
2 That, baby, these, girls
3 These, dresses, those, scarves

4 1 A: Is B: is, next to
2 A: Is B: on
3 A: Are, on B: aren't
4 A: Is B: isn't, is

5 1 B: His name is Alex.
2 A: How
B: She's nine years old.
3 A: Where
B: He's from the UK.
4 A: What
B: Her favourite subject is Art.

Module 1 • My World

(p. 8)

1 1 get 3 have 5 chat
2 catch 4 do 6 go

2 a) 1 d 2 a 3 b 4 e 5 c

b) 1 watch TV
2 read a book
3 go to the cinema
4 listen to music
5 play online games

1b • Grammar

(p. 9)

1 1 mixes 2 guesses 3 tries 4 buys

2 1 My mum usually goes shopping twice a week.
2 Tom is never late for school.
3 I often play football after school.

3 1 doesn't like 4 don't exercise
2 don't get up 5 doesn't mind

4 1 Does Dillan have a shower in the morning?
Yes, he does.
2 Does your mum come back home at 5:00?
No, she doesn't.
3 Do you and Tim do your homework after
dinner? Yes, we do.

1c • Vocabulary

(p. 10)

1 1 curly, fifties
2 old, medium, short
3 short, slim, short
4 thin, fair
5 tall, chubby, hair

Workbook Key

2 a)

b	l	l	f	o	a	t	b	i	l	u	
o	r	i	g	l	n	e	b	p	p	r	a
s	e	e	c	s	h	r	l	o	i	o	u
s	e	l	f	i	s	h	p	p	h	s	l
y	h	p	r	h	s	t	e	u	e	u	r
r	c	h	e	e	r	f	u	l	p	e	f
g	e	n	e	r	o	u	s	a	p	e	g
r	f	g	e	u	t	o	f	r	e	u	a
i	m	p	a	t	i	e	n	t	n	e	r
s	e	y	r	t	f	s	p	i	l	e	f
o	r	m	n	o	o	p	i	r	f	o	r
o	y	i	y	l	a	t	f	p	f	e	i

- b) 1 impatient 4 generous
 2 bossy 5 cheerful
 3 popular 6 selfish

1d • Everyday English

(p. 11)

- 1 1 c 2 a 3 d 4 b
 2 1 b 2 a 3 a 4 b
 3 1 Our new teacher is great.
 2 She's tall and slim with dark hair.
 3 No, it's straight actually!
 4 She's very cheerful.
 5 Yes, she is.

1e • Grammar

(p. 12)

- 1 1 am 3 is 5 are
 2 chatting 4 studying
 2 1 'm not chatting/am not chatting, 'm listening/
 am listening
 2 is not eating/isn't eating, 's having/is having
 3 aren't playing/are not playing, 're surfing/are
 surfing
 3 1 Is Phil listening to music? No, he isn't.
 2 Is Lisa painting a picture? No, she isn't.
 3 Are Mum and Dad playing board games? Yes,
 they are.
 4 1 are you doing 4 know
 2 'm studying/am studying 5 like
 3 is/'s

1f • Across Cultures

(p. 13)

- 1 1 b 2 c 3 a
 2 1 R 2 W 3 DS 4 W
 3 1 Children find out things on their own and then
 write or speak about it.
 2 There are spaces for a canteen, an Art room, a
 Science lab and a library, all in one huge room.
 3 Teachers help students only when they ask
 questions.
 4 There are 7 to 10 students in each group.

Module 2 • Round we go!

(p. 14)

- 1 1 bus 4 bike 7 car, taxi
 2 plane 5 helicopter 8 boat
 3 train 6 motorbike 9 tram
 2 1 D 2 A 3 B 4 C

2b • Grammar

(p. 15)

- 1 1 hotter 2 good 3 than 4 new
 2 1 faster 3 slower
 2 larger 4 more comfortable
 3 2 The playground isn't as large as the park.
 3 A train isn't as slow as a tram.
 4 A bus isn't as comfortable as a car.
 4 2 bigger than house 2.
 3 more beautiful than house 1.
 4 cosier than house 1.
 5 more expensive than house 2.

2c • Vocabulary

(p. 16)

- 1 A clothes shop I restaurant
 B police station J toy shop
 C school K fishmonger's
 D hospital L fast food restaurant
 E cinema M post office
 F music shop N gym
 G supermarket O museum
 H bookshop P library

Workbook Key

- 2** 1 car park 3 fast food restaurant
2 toy shop 4 police station

2d • Everyday English

(p. 17)

- 1** 1 c 2 a 3 d 4 b 5 e
- 2** 1 Single or return?
2 How much is the ticket?
3 Can I pay by credit card?
4 How can I help you?
- 3** 1 I would like a ticket to Oxford, please.
2 That's one ticket for the 8:15 to Oxford, right?
3 Single or return?
4 How much is the ticket?
5 Have a nice journey.

2e • Grammar

(p. 18)

- 1** 1 warmest 3 most beautiful
2 largest 4 worst
- 2** 1 the fastest 4 the tallest
2 the most comfortable 5 the longest
3 the best
- 3** 1 more 3 most
2 funniest 4 newest
- 4** 1 the best 4 more crowded
2 the most relaxing 5 easier
3 The most exciting

2f • Across Cultures

(p. 19)

- 1** 1 c 2 b 3 a
- 2** 1 W 2 W 3 R 4 DS
- 3** 1 The mobile home is near the centre of Manchester.
2 There is a toilet, a washbasin and a shower.
3 The manor has got an amazing garden full of trees and flowers.
4 There are 12 bathrooms.

Module 3 • Back in time

(p. 20)

- 1** 1 Queen 3 singer 5 actor
2 physicist 4 painter 6 writer
- 2** 1 museum 3 park
2 castle 4 zoo

3b • Grammar

(p. 21)

- 1** 1 was 2 Were 3 weren't 4 was
- 2** 1 was 2 Were 3 were 4 wasn't
- 3** 1 He was in his bedroom all day.
2 Were they at the park last weekend?
3 The museum wasn't very interesting.
4 Where were you yesterday?
- 4** 2 Were there many people at the theatre last night? Yes, they were.
3 Was there a tour of the castle yesterday? No, there wasn't.
4 Were there many animals at the zoo? Yes, there were.

3c • Vocabulary

(p. 22)

- 1 a)** 1 train station 5 bridge 9 theatre
2 library 6 bank 10 zoo
3 cathedral 7 park
4 square 8 market
- b)** 1 park 3 library 5 zoo
2 theatre 4 market

3d • Everyday English

(p. 23)

- 1** 1 e 2 d 3 a 4 c 5 b
- 2** 1 What was the weather like?
2 Can I see your photos?
3 How was your holiday?
4 Was there lots to do there?

Workbook Key

- 3** 1 How was your holiday?
2 What was the weather like?
3 Was there lots to do there?
4 Can I see your photos?

3e • Grammar

(p. 24)

- 1** 1 has 2 had 3 have 4 had
- 2** 2 Bill didn't have a red bicycle when he was six years old.
3 My friends haven't got lots of video games.
4 We didn't have a lot of homework last week.
- 3** 2 Did Bob have a bicycle when he was eight years old? No, he didn't.
3 Did Julie have video games when she was eight years old? No, she didn't.
4 Did Bob have video games when he was eight years old? Yes, he did.

3f • Across Cultures

(p. 25)

- 1** 1 c 2 a 3 b
- 2** 1 W 2 DS 3 R 4 R
- 3** 1 She was born in Warsaw, Poland.
2 Her first Nobel Prize was for Physics.
3 In 1911.
4 People admire her today because she was a genius.

Module 4 • Celebrities

(p. 26)

- 1** 1 Maddie Ziegler, dancer
2 Miranda Cosgrove, actress
3 Shawn Mendes, singer
4 Kendall Jenner, model
5 Daniel Radcliffe, actor
6 Ed Sheeran, singer
- 2** 1 model 3 real estate agent
2 singer 4 businessman

4b • Grammar

(p. 27)

- 1** 1 studied 3 danced
2 enjoyed 4 stopped

- 2** 1 watched 3 played
2 travelled 4 prepared

- 3** 1 went 5 grew 9 had
2 saw 6 wore 10 lost
3 ran 7 met 11 drank
4 read 8 left 12 fell

- 4** 1 wrote 3 bought 5 began
2 found 4 sent 6 became

4c • Vocabulary

(p. 28)

- 1 a)** 1 ballet 5 opera
2 sports match 6 fashion show
3 dance show 7 film
4 play 8 concert
- b)** A 8 C 1 E 5 G 4
B 2 D 3 F 7 H 6

4d • Everyday English

(p. 29)

- 1** 1 e 2 d 3 b 4 c 5 a
- 2** 1 Really? I didn't. It was noisy.
2 That's true.
3 It was fantastic!
4 I guess not.
5 No, it wasn't.
- 3** 1 It was fantastic!
2 Really? I didn't. It was noisy.
3 No, it wasn't.
4 That's true.
5 I guess not.

4e • Grammar

(p. 30)

- 1** 1 study 3 visit 5 win
2 come 4 go
- 2** 1 didn't play 3 didn't read 5 didn't sing
2 didn't buy 4 didn't like
- 3** 1 walked 3 stayed 5 took
2 caught 4 brought

Workbook Key

- 4** 1 My brother and I didn't walk to the cinema.
2 We didn't catch a bus to the football stadium.
3 Our visitors didn't stay for a week.
4 John didn't bring a friend to the concert.
5 They didn't take umbrellas with them.

4f • Across Cultures

(p. 31)

- 1** 1 c 2 a 3 b
2 1 R 2 R 3 F 4 DS
3 1 They lost their gold.
2 Thirteen.
3 He lived in the dark/in a cave.
4 In the end, the dwarves got their gold back and Bilbo returned home.

Module 5 • What an adventure!

(p. 32)

- 1** 1 kayaking 5 skiing
2 windsurfing 6 camping
3 ice skating 7 snowboarding
4 waterskiing 8 sightseeing

2 ACROSS

- 1 hot
3 windy
5 foggy

DOWN

- 1 humid
2 rainy
4 cool

5b • Grammar

(p. 33)

- 1** 1 do 2 find 3 learn 4 play
2 1 Did you go camping last summer?
2 Did they visit a museum yesterday?
3 Did David try snowboarding last Thursday?
4 Did she meet her friends yesterday afternoon?
3 2 Did Suzie visit the Eiffel Tower on Tuesday? No, she didn't.
3 Did Suzie go sightseeing on Wednesday? Yes, she did.
4 Did Suzie buy clothes on Thursday? No, she didn't.
5 Did Suzie fly back home on Friday? Yes, she did.

5c • Vocabulary

(p. 34)

- 1** 1 hedgehog 3 loggerhead sea turtle
2 polar bear 4 orangutan
2 1 pollution 3 sell 5 hunters
2 homes 4 climate
3 1 endangered 3 pollution 5 caves
2 threat 4 risk

5d • Everyday English

(p. 35)

- 1** 1 c 2 d 3 b 4 a
2 1 a 2 a 3 b 4 b
3 1 I volunteered in Ireland.
2 I helped out in a sea life centre.
3 Where did you stay?
4 For the whole summer.
5 Yes, I did!

5e • Grammar

(p. 36)

- 1** 1 didn't visit
2 didn't use to have / didn't have
3 Did Paul use to play/ Did Paul play
4 I used to ride / rode
5 went
6 Did Emma use to exercise / Did Emma exercise
2 1 shall we 4 didn't they
2 doesn't she 5 aren't I
3 is he 6 is it
3 1 because 3 but 5 and
2 and 4 because 6 but

5f • Across Cultures

(p. 37)

- 1** 1 c 2 a 3 b
2 1 DS 2 W 3 DS 4 R

Workbook Key

- 3**
- 1 It was cool and rainy.
 - 2 It was out of date.
 - 3 They gave keys to Alice, their next-door neighbour.
 - 4 It was a great holiday.

Module 6 • Special Days

(p. 38)

1

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

- | | | |
|-----------|-------------|------------|
| 1 Easter | 3 Birthday | 5 New Year |
| 2 May Day | 4 Christmas | |

- 2**
- | | | |
|--------|--------|------|
| 1 make | 3 do | 5 do |
| 2 make | 4 make | 6 do |

6b • Grammar

(p. 39)

- 1**
- | | |
|------------------|---------------------|
| 1 will/'ll bring | 4 will/'ll decorate |
| 2 will come | 5 will celebrate |
| 3 will/'ll go | |
- 2**
- | | |
|-----------------------|------------------------|
| 1 will not/won't hire | 4 will not/won't make |
| 2 will not/won't have | 5 will not/won't visit |
| 3 will not/won't play | |
- 3**
- 1 Will your brother come, won't, will/'ll go
 - 2 Will you help, will
 - 3 will rain, won't, will/'ll be
 - 4 will not/won't go, will he do

6c • Vocabulary

(p. 40)

- 1**
- | | | |
|---------------|------------|----------------|
| 1 bread rolls | 5 grapes | 9 orange juice |
| 2 mushrooms | 6 cereal | 10 nuts |
| 3 cabbage | 7 pizza | |
| 4 steak | 8 biscuits | |

- | | | |
|---------------|--------------|------|
| 2 1 U | 5 C, eggs | 9 U |
| 2 U | 6 U | 10 U |
| 3 C, potatoes | 7 C, burgers | |
| 4 C, pears | 8 C, carrots | |

6d • Everyday English

(p. 41)

- 1**
- | | | | | |
|-----|-----|-----|-----|-----|
| 1 W | 2 C | 3 W | 4 W | 5 C |
|-----|-----|-----|-----|-----|
- 2**
- | | | |
|-----|-----|-----|
| 1 a | 2 b | 3 a |
|-----|-----|-----|
- 3**
- | | | |
|--------|-----------|------------|
| 1 take | 3 portion | 5 flavours |
| 2 see | 4 about | 6 all |

6e • Grammar

(p. 42)

- 1**
- | | |
|---------|----------------|
| 1 can't | 3 May, may not |
| 2 can't | 4 Can, can |
- 2**
- | | |
|----------|---------|
| 1 time | 3 place |
| 2 manner | 4 time |
- 3**
- | | |
|------------------|-----------------|
| 1 much, little | 4 much, lots of |
| 2 a lot of, some | 5 some, any |
| 3 any, little | |

6f • Across Cultures

(p. 43)

- 1**
- | | | |
|-----|-----|-----|
| 1 b | 2 c | 3 a |
|-----|-----|-----|
- 2**
- | | | | |
|-----|------|-----|-----|
| 1 R | 2 DS | 3 R | 4 W |
|-----|------|-----|-----|
- 3**
- 1 It will take place in Hartford.
 - 2 They will attend a pizza-making class.
 - 3 It's at midnight.
 - 4 You can visit www.pizzafest.co.uk for more information.

Project 1 • A travel brochure

(pp. 44-45)

(Ss' own answers)

Project 2 • A poster about famous people

(pp. 46-47)

(Ss' own answers)

