

# Right on!

**Limba modernă 1-  
engleză**

**Clasa a VIII-a**

**Teacher's Book**

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# Introduction to the Teacher

This course is a modular course for learners studying English for Grade 8, 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/Intonation section and Songs section in the Student's Book.

### Digital Book

The **Digital Book** contains all the material in the Student's Book, Teacher's Book and Class 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 articles, blog entries, 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 students 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.

### - Intonation

Intonation activities help Ss to recognise and learn how words/phrases are pronounced in the English language, with regards to how the voice rises and falls in natural speech.

### - Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as emails, blog entries, reports, 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-British English Guide

An **American-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 board 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.

### Going Green

In this section Ss get the chance to discuss and analyse information about green activities. At the end of every double-page spread, Ss have the opportunity to do a project on the theme they have worked on.

### Evaluations

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

### Irregular Verbs

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

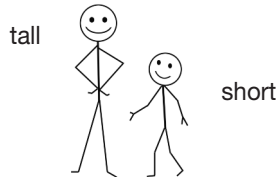
### Suggested teaching techniques

#### A Presenting new vocabulary

Much of the new vocabulary in the course is presented through pictures. 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 Borsec 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 2, p. 41, Ex. 6*)
- **Listening and reading for gist.** Ss read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 1, p. 16, 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.** Ss read for specific information. (*See Student's Book, Module 2, p. 32, Ex. 3. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

## Note: VIDEOS

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

## D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (*See Student's Book, Module 1, p. 21, 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 3, p. 47 Ex. 2 where Ss are provided with the necessary lexical items and structures.*)

## 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 1, p. 15, Ex. 7. Ss are asked to write an email to their English-speaking friend.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

### F Assigning homework

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

Commonly assigned tasks include:

**Copy** – Ss copy an assigned extract;

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

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

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

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

### G Correcting students' work

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

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

### Written work:

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

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

### H Class organisation

#### • Open pairs

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (*See Student's Book, Module 1, p. 20, 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. 37, Ex. 4.*)

#### • 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-playing exercises are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

#### • Rolling questions

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

### I Using L1 in class

Use L1 in moderation and only when necessary.

## Abbreviations

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

T	Teacher	p(p).	page(s)
S(s)	Student(s)	e.g.	for example
HW	Homework	i.e.	that is
L1	Students' native language	etc.	et cetera
		sb	somebody
Ex./Exs	Exercise/ Exercises	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

 short texts to familiarise Ss with the culture of 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 vocabulary for physical appearance

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

**Answer Key**

1 slim	7 in her mid-thirties	13 fair
2 glasses	8 straight	14 curly
3 short	9 long	15 early
4 old	10 slim	16 dark
5 medium	11 bald	
6 chubby	12 young	

2 **Aim** To practise subject/object questions

- Explain that subject questions ask about the person or thing that did the action whereas object questions ask about the receiver of the action.
- Ask Ss to read the sentences and write the questions.
- Elicit answers from various Ss around the class.

**Answer Key**

- 2 What did Mr Evans buy?
- 3 Who does Mrs Smith like a lot?
- 4 What does Mr Walker make?
- 5 Who does Julie visit every summer?
- 6 How much did Karim spend on a camera?

3 **Aim** To practise vocabulary for clothes and accessories

- Ask Ss to look at the pictures and fill in the gaps in the descriptions with the words in the list.
- Check Ss' answers by asking various Ss to read the completed descriptions aloud.

**Answer Key**

1 suit	8 bag	16 shorts
2 shirt	9 hat	17 sandals
3 tie	10 scarf	18 jeans
4 dress	11 gloves	19 jacket
5 belt	12 skirt	20 T-shirt
6 high-heeled shoes	13 tights	21 trainers
7 coat	14 boots	
	15 sunglasses	

4 **Aim** To practise prepositions of time

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

**Answer Key**

1 during	3 between	5 at
2 in	4 at	6 on

(pp. 10-11)

5 **Aim** To practise vocabulary for daily routines

- Ask Ss to look at the pictures and fill in the gaps with the words in the list.
- Then give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

1 help	5 eat	9 walk
2 send	6 do	10 play
3 catch	7 cook	
4 have	8 surf	

6 **Aim** To practise countable/uncountable nouns - plurals

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

**Answer Key**

1 C roses	5 C tomatoes	9 C maps
2 U	6 C people	10 C loaves
3 U	7 U	11 C sheep
4 C strawberries	8 U	12 U

7 **Aim** To practise quantifiers - partitives

- Ask Ss to read the dialogues and choose the correct quantifiers or partitives.
- Check Ss' answers.

**Answer Key**

1 some	5 kilo	9 jar
2 many	6 bottle	10 little
3 few	7 some	11 bar
4 bag	8 much	12 much

8 **Aim** To practise prepositions of place

- Ask Ss to look at the picture and then read the exchanges and fill in the correct prepositions.
- Check Ss' answers.

# Welcome back

- As an extension you can ask Ss to act out similar dialogues using the map in Ex. 8.

## Answer Key

- 1 *between*      3 *opposite*      5 *behind*  
2 *in front of*      4 *next to*

## 9 **Aim** To practise question words

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

## Answer Key

- 1 *How old*      3 *How often*      5 *What*  
2 *Where*      4 *When*      6 *Who*

(pp. 12-13)

## 10 **Aim** To practise vocabulary for sports & activities

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

## Answer Key

- 1 *ATHLETICS*      6 *ICE SKATING*  
2 *DARTS*      7 *WATER POLO*  
3 *SNORKELLING*      8 *BADMINTON*  
4 *HIKING*      9 *SNOWBOARDING*  
5 *ICE HOCKEY*

*More sports and activities: football, cricket, scuba diving, tennis, etc.*

## 11 **Aim** To practise pronouns

- Have Ss read the sentences and choose the correct items.
- Then elicit which are subject/object/possessive pronouns or possessive adjectives.
- Check Ss' answers around the class.

## Answer Key

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

- 9 *his – possessive pronoun*  
10 *They – subject pronoun*

## 12 **Aim** To practise possessive case

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

## Answer Key

- 3 *Sally's hat*  
4 *the boys' coats*  
5 *the roof of the house*  
6 *Tony's and Mary's bicycles*  
7 *the cover of the book*  
8 *Ben and Steve's room*  
9 *the teacher's book*  
10 *the women's bags*  
11 *the top of the mountain*  
12 *my parents' car*

## 13 **Aim** To practise prepositions of movement

- Ask Ss to look at the pictures and then fill in the gaps with the correct prepositions of movement.
- Check Ss' answers.

## Answer Key

- 1 *into*      4 *across*      7 *up*  
2 *down*      5 *along*      8 *over*  
3 *under*      6 *out of*

## 14 **Aim** To narrate an experience

- Ask Ss to use the pictures in Ex. 13 to narrate Bob's experience to the class. Remind Ss to use 1st person narrative.
- Elicit answers from various students.

## Suggested Answer Key

*On Thursday morning, I got into my kayak and drifted down the Istiam River. I saw turtles swimming under the water. I went across the lake to Ometepe Island. I paddled along the coast of the island to see the two volcanoes. Then I stopped and got out of my kayak to talk to some villagers on one of the beaches. They took me on a hike up a volcano. On the way back a pelican flew over my kayak and I took an amazing photo of it.*

# My community **Module 1**

## Topic

In this module, Ss will explore the topics of types of markets, shapes & types of buildings, and shops & services.

## Module page

14-15

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for markets, to talk about markets

**Vocabulary:** Markets (*flea market, plant and flower market, seafood market, antiques market, farmers' market, car boot sale*)

## 1a Reading

16-17

**Lesson Objectives:** To listen and read for gist, to read for key information (multiple matching), to learn vocabulary for types of buildings, to learn prepositional phrases, to talk and write about a famous building in your country

**Vocabulary:** Types of buildings (*lighthouse, palace, bank, factory, skyscraper, aquarium*); Verbs (*experiment, stand*); Phrasal verb (*make up*); Nouns (*surprise, trunk, tusk, inspiration*); Adjective (*giant*); Adverb (*definitely*)

## 1b Grammar

18-19

**Lesson Objectives:** To learn the present simple, the present continuous, adverbs of frequency, stative verbs

## 1c Vocabulary

20

**Lesson Objectives:** To learn about shops & services, to act out a dialogue in a shop

**Vocabulary:** Shops & Services (*baker's, bookshop, butcher's, chemist's, department store, florist's, greengrocer's, jeweller's, newsagent's, post office, supermarket, travel agent's, fishmonger's, hairdresser's, restaurant*)

## 1d Everyday English

21

**Lesson Objectives:** To act out a dialogue asking for/giving directions, to practise pronounced and silent *h*

## 1e Grammar

22-23

**Lesson Objectives:** To learn the present perfect, the present perfect continuous, to revise the present tenses (sequence of tenses)

## 1f Across Cultures

24-25

**Lesson Objectives:** To listen and read for gist, to read for detail (answer questions), to match words to their definitions, to learn phrasal verbs with *get*, to listen for specific information (gap-fill), to present an open-air market, to write an email about an open-air market, to write about a famous market in your country

**Vocabulary:** Verb (*recommend*); Phrasal verb (*get off*); Nouns (*stall, stuff, bracelet*); Adjective (*handmade*); Phrases (*on sale, be worth*)

## 1 CLIL (Citizenship)

26

**Lesson Objectives:** To talk about free-time activities and facilities in a town, to listen and read for specific information

**Vocabulary:** Verbs (*encourage, create, develop, reduce, improve*); Nouns (*community, town council*); Adjective (*local*); Phrase (*shape your character*)

## Flash Time 1

27

**Lesson Objectives:** To do a quiz, to create a leaflet with dos and don'ts of being a good neighbour, to give a presentation on being a good neighbour, to talk about the value of community responsibility

## Progress Check 1

28-29

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

# 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 markets

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Then ask Ss to look at the pictures and match the words to them.
- Give Ss time to match them and then check their answers.

#### Answer Key

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

- Play the video for Ss and elicit their comments.

### 2 **Aim** To personalise the topic

Ask various Ss to tell the rest of the class about the types of markets that are in their area and the products they usually buy there.

#### Suggested Answer Key

*In my neighbourhood, there is a farmers' market every Saturday. I usually buy fruit and vegetables there.*

## 1a • Reading

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

- Ask Ss to look at the buildings in the pictures and elicit what they look like and what shapes Ss can see. Read out the **Note** box to provide Ss with the relevant vocabulary. Then elicit Ss' guesses as to what they are used for.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers around the class.

#### Suggested Answer Key

*The building on the left looks like a robot. The building on the right looks like an elephant. In the Robot Building I can see two circular windows and lots of rectangular windows. In the Elephant Building I can see a circular window, lots of square windows, a rectangular 'ear' and a rectangular 'tusk'.*

*Inside the Robot Building is a bank and a dining and meeting room. Inside the Elephant Building are apartments, offices and a shopping mall.*

### 2 **Aim** To read for key information

- Ask Ss to read the questions.
- Then give Ss time to read the text again and answer the questions.

#### Answer Key

1 E                      2 R                      3 R                      4 E

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

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

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

#### Suggested Answer Key

*The Elephant Building is more impressive to me because I think it was far more difficult to build. Also, I'm impressed by the extra features it has, such as the tusk, which really makes it look like an elephant.*

### 4 **Aim** To present vocabulary for types of buildings

- Ask Ss to look at the pictures. Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to read the definitions (1-6).
- Give Ss time to match the buildings to their definitions and then check Ss' answers around the class.

#### Answer Key

- 2 C *People keep their money in a bank.*  
3 A *There is a light to guide ships at sea in a lighthouse.*  
4 E *People work in offices or live in flats in a skyscraper.*  
5 D *People make goods with machines in a factory.*  
6 F *There are tropical fish in an aquarium.*

### 5 **Aim** To practise prepositional phrases

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

#### Answer Key

1 with                      2 in                      3 on                      4 with

- Ask Ss to start a **Prepositions section** in their notebook and list all words that go with prepositions in alphabetical order. Ss can also write an example sentence. Ss add items as they go through this book. Ask Ss to revise regularly.

## 6 **Aim** To give a presentation on a famous building in one's country

- Ask Ss to research online in groups and collect information about a famous building in their country and make notes under the headings.
- Give Ss time to prepare a presentation using their notes.
- Then ask various Ss to present their building to the class.
- Alternatively, assign the task as HW and ask Ss to present their buildings in the next lesson.

### Suggested Answer Key

*A famous building in Romania is the Palace of Parliament building in Bucharest. It is a government building; it is 84 m tall and it has got 12 floors and 1,100 rooms. Inside is the headquarters of the government and the Contemporary Art Museum. It is the heaviest building in the world.*

### Design your own building

- Ask Ss to work in small groups and design a building following the examples in the text.
- Tell Ss to include all the points listed.
- Give Ss time to complete the task and ask Ss to present their building to the class.

### Suggested Answer Key

*Our building is in the centre of Bucharest. It is a tall skyscraper in the shape of a dog sitting up. The top part of the building looks like a dog's face with pointed ears. It is the headquarters of an animal charity. Inside there are offices and shops.*

## 1b • Grammar

### 1 **Aim** To present/practise the present simple and the present continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses in bold and their uses (*Are you going*: present continuous for a fixed future arrangement - *'m not*: short answer to present continuous question - *play*: present

simple for a habit/routine). Elicit the forms of each tense and other uses.

- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Also draw Ss' attention to the **Grammar** box. Ask them to give examples using the adverbs of frequency.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

### Answer Key

- is working (happening around the time of speaking)*
- don't get up (habit/routine)*
- Does your mum buy (habit/routine)*
- are always playing (to express annoyance)*
- moves (law of nature)*
- Are the girls getting (currently changing and developing situation)*

### 2 **Aim** To practise the present simple, the present continuous and adverbs of frequency

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

### Answer Key

- Does Eva usually tidy, is shopping*
- Does your dad drive, is taking*
- am not going, am studying, are watching*
- are you waiting, are visiting*
- does Jill leave, always leaves*

### 3 **Aim** To present/practise stative verbs with the present simple and the present continuous

- Go through the theory with Ss.
- Ask two students to read the cartoon aloud.
- Explain that stative verbs (*i.e. verbs that describe a state not an action*) don't usually have continuous forms (*e.g. I love ice cream*. NOT: ~~*I'm loving ice cream*~~). Also draw Ss' attention to the **Note** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- a smell (have a nice smell)*
  - b is smelling (is sniffing)*
- a is having (have fun - idiom)*
  - b have (own)*

# Module 1

- 3 a *is seeing (is meeting)*  
b *see (understand)*  
4 a *are you thinking (considering)*  
b *thinks (believes)*

## 4 **Aim** To practise the present simple and the present continuous

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

### Answer Key

- |                      |                           |
|----------------------|---------------------------|
| 1 <i>are you</i>     | 8 <i>am learning</i>      |
| 2 <i>rains</i>       | 9 <i>are working</i>      |
| 3 <i>don't mind</i>  | 10 <i>are looking</i>     |
| 4 <i>start</i>       | 11 <i>are also having</i> |
| 5 <i>finish</i>      | 12 <i>are putting</i>     |
| 6 <i>have</i>        | 13 <i>are having</i>      |
| 7 <i>am enjoying</i> | 14 <i>are going</i>       |

### Use the time expressions in sentences of your own. Write in your notebook.

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

### Suggested Answer Key

*I'm writing sentences now.*  
*I get up at 7 every Monday morning.*  
*I'm learning to play the piano at the moment.*  
*I'm not going out tonight.*  
*My friends are planning a trip these days.*  
*We go to the beach every summer.*  
*I don't go to school at the weekend.*  
*I wear a coat in winter.*  
*I usually watch TV in the evening.*

## 1c • Vocabulary

### 1 **Aim** To present vocabulary for shops & services

- Play the recording. Ss listen and repeat chorally and/or individually. Explain/Elicit each place's meaning in Ss' mother tongue, or by asking for examples describing what you can buy/do at each place.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- |                        |                         |
|------------------------|-------------------------|
| A <i>chemist's</i>     | E <i>butcher's</i>      |
| B <i>greengrocer's</i> | F <i>florist's</i>      |
| C <i>supermarket</i>   | G <i>travel agent's</i> |
| D <i>hairdresser's</i> | H <i>bookshop</i>       |

### 2 a) **Aim** To practise vocabulary for shops & services

- Read the list of items aloud. Ss repeat chorally and/or individually.
- Explain/Elicit the meaning of any unknown vocabulary.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

### Answer Key

*You can buy a book at a bookshop.*  
*You can buy a pair of trousers at a department store.*  
*You can buy a ring at a jeweller's.*  
*You can buy roses at a florist's.*  
*You can buy a bottle of perfume at a chemist's/department store.*  
*You can buy meat at a butcher's/supermarket.*  
*You can buy stamps at a post office.*  
*You can buy a jacket at a department store.*  
*You can buy a magazine at a newsagent's.*  
*You can buy olive oil at a supermarket.*  
*You can buy bread rolls at a baker's/supermarket.*  
*You can buy medicine at a chemist's.*  
*You can buy salmon at the fishmonger's/supermarket.*

### b) **Aim** To match activities to services

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

### Answer Key

*You can book tickets at a travel agent's.*  
*You can have a haircut at a hairdresser's.*  
*You can post a letter at a post office.*  
*You can send flowers at a florist's.*

### 3 **Aim** To personalise the topic

Ask various Ss to tell the rest of the class about shops/services that are in their area.

### Suggested Answer Key

*In my area there are lots of shops including a baker's, a butcher's, a greengrocer's and a chemist's.*

## 4 **Aim** To practise new vocabulary with short dialogues

- Explain the task and ask two Ss to read out the example.
- Give Ss time to complete the task in pairs.
- Ask various pairs to tell the class.

### Suggested Answer Key

A: *I'd like some oranges, please.*

B: *Certainly. How many would you like?*

A: *Eight oranges, please.*

A: *Could I have some milk?*

B: *Yes, of course.*

A: *Thank you.*

A: *Do you have any sausages?*

B: *I'm afraid we haven't got any left.*

A: *That's a pity.*

A: *Do you have any flour?*

B: *Sorry, no.*

A: *Alright. Thanks.*

A: *Can I have a loaf of bread?*

B: *I'm afraid we haven't got any left.*

A: *Thank you.*

## 1d • Everyday English

### 1 a) **Aim** To read for gist

- Read out the rubric.
- Ss read the dialogue to find out where David wants to go.

### Answer Key

David wants to go to the hospital.

### b) **Aim** To complete a dialogue; to listen for confirmation

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

### Answer Key

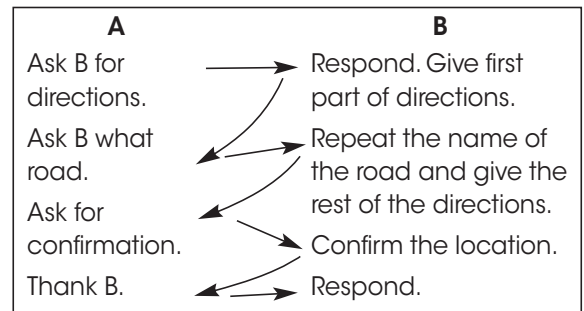
1 C      2 A      3 E      4 B      5 D

### 2 **Aim** To act out a dialogue

- Give Ss time to take roles and act out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

### 3 **Aim** To role-play a dialogue asking for/giving directions

- Explain the situation.
- Read out the phrases in the **Note** box and tell Ss that they can use them to complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.



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

### Suggested Answer Key

#### The hospital to the post office

A: *Excuse me. Could you tell me how to get to the post office?*

B: *Yes, certainly. Go up Eaton Road and turn right onto Marple Crescent.*

A: *I'm sorry, what road?*

B: *Marple Crescent. The post office is behind the square.*

A: *Behind the square?*

B: *Yes. It's on the corner of Green Road.*

A: *OK. Thank you very much.*

B: *You're welcome.*

#### The park to the café

A: *Excuse me. How do I get to the café?*

B: *Turn right onto Eaton Road.*

A: *I'm sorry, what road?*

B: *Eaton Road. Then take the second road on the right.*

A: *The second road on the right?*

B: *Yes. The café is opposite the fast food restaurant.*

A: *OK. Thank you very much.*

B: *You're welcome.*

#### The car park to the library

A: *Excuse me. Where's the library?*

B: *Go across Kingswell Street and onto Green Road.*

# Module 1

- A: I'm sorry, what road?  
B: Green Road. The library is behind the square in Marple Crescent.  
A: Behind the square?  
B: Yes, that's right.  
A: OK. Thank you very much.  
B: You're welcome.

## The police station to the café

- A: Excuse me. Could you tell me how to get to the café?  
B: Yes, certainly. Go up Eaton Road and turn right onto Kingswell Street.  
A: I'm sorry, what road?  
B: Kingswell Street. The café is on the corner of Green Road.  
A: On the corner of Green Road?  
B: Yes, that's right. It's opposite the fast food restaurant.  
A: OK. Thank you very much.  
B: You're welcome.

## Pronunciation

### **Aim** To practise pronounced and silent *h*

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit the words in which *h* is silent.

### Answer Key

*honest, hour, what, exhausted, right*

## 1e • Grammar

### 1 **Aim** To present/practise the present perfect and the present perfect continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses in bold and their uses (*have you finished*: present perfect for an action which happened at an unstated time in the past - *haven't*: present perfect short answer - *'ve been working*: present perfect continuous for an action which started in the past and continues up to the present). Elicit the forms of each tense and other uses.
- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Also draw Ss' attention to the **Grammar** box. Ask them to give examples using the time expressions in the box.

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

### Answer Key

- 1 *have been doing* (an action which started in the past and continues up to the present)
- 2 *hasn't flown* (experience)
- 3 *has bought* (an action which happened at an unstated time in the past)
- 4 *Have you been wearing* (anger, irritation, annoyance)
- 5 *'ve lost* (an action which has recently finished and its result is visible in the present)

### 2 **Aim** To practise the present perfect and the present perfect continuous

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

### Answer Key

- 1 *Have you spoken, haven't talked*
- 2 *have you had, 've been looking*
- 3 *has been travelling, has just left*
- 4 *has Laura been making, has already sold*

### 3 **Aim** To practise the present perfect, the present perfect continuous and time expressions

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

### Answer Key

- 1 *Have you bought, yet*
- 2 *has tried, once*
- 3 *have been walking, for*
- 4 *Has Ryan been playing, all morning*
- 5 *hasn't visited, before*
- 6 *hasn't done, since*
- 7 *haven't finished, yet*
- 8 *haven't seen, today*

### 4 **Aim** To present/practise *have been/have gone*

- Draw Ss' attention to the Grammar box.
- Explain/Elicit the difference between *have been/have gone*.
- Ask Ss to give more examples using them.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- 1 *has gone*    3 *have been*    5 *have gone*
- 2 *has been*    4 *haven't been*



5 a) **Aim** To present sequence of tenses; to practise present tenses

- Draw Ss' attention to the **Grammar** box. Read out the example. Ask Ss to give more examples using the sequence of tenses.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- |                     |                             |
|---------------------|-----------------------------|
| 1 haven't sent      | 7 has been living           |
| 2 am having         | 8 haven't explored          |
| 3 have already seen | 9 knows                     |
| 4 are visiting      | 10 Have you arrived         |
| 5 are meeting       | 11 are you still travelling |
| 6 is working        |                             |

b) **Aim** To act out a telephone conversation using present tenses

Explain the task. Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: Hi Sam. How are you?  
 B: Hi Mel. I'm fine. How are you?  
 A: Great, thanks. I'm in New York right now. I'm having a great time.  
 B: Wow. Good for you. Tell me all about it.  
 A: Well, we've seen the Flatiron building already. Tomorrow we are seeing the Statue of Liberty. I can't wait! We're also meeting my Uncle Alfie tomorrow. He lives here and he knows some really nice places to visit. But that's enough about me. How are you? Where are you?  
 B: I have just arrived back home from my trip and I'm very tired. When you get back, we can show each other our photos.  
 A: Good idea. See you in a few days.  
 B: OK. Bye. Have fun!

**Game!**

**Aim** To practise time expressions with the present perfect and the present perfect continuous

- Explain the task.
- Divide the class into two teams. Ss take turns to make sentences using the time expressions in the box.

**Suggested Answer Key**

- Team A S1: I have just finished my homework.  
 Team B S1: I haven't written my essay yet.  
 Team A S2: I have already handed my project in.  
 Team B S2: I haven't been on holiday since last year.  
 Team A S3: I'd like to go on holiday for a month.  
 Team B S3: Have you ever been abroad?  
 Team A S4: I have never been to America.

1f • **Across Cultures**

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

- Ask Ss to look at the pictures and guess what they can find in each market.
- Play the recording. Ss listen and read to find out.

**Suggested Answer Key**

You can find vintage clothing, old furniture and restaurants with food from different countries and a vegan café at Camden Market. You can find lots of antiques, handmade jewellery, cakes, snacks and meals at Greenwich Market.

2 **Aim** To read for detail

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

**Answer Key**

- 1 He has been going to Camden Market for four years.
  - 2 He buys vintage clothing.
  - 3 He likes to eat at the vegan café.
  - 4 Christina's favourite stalls sell handmade jewellery.
  - 5 You can get to Greenwich Market by bus, train or underground.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
  - Play the video for Ss and elicit their comments.

3 **Aim** To consolidate new vocabulary

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

**Answer Key**

**vintage** = in a classic style from the past  
**vegan** = not eating animal products  
**stallholders** = people selling things at a market

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**drop by** = go to a place for a short time

**unique** = one of a kind

## 4 To practise phrasal verbs with **get**

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 through      2 on      3 away

## 5 To listen for specific information

- Explain the task and give Ss time to read the gapped advertisement.
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers.

### Answer Key

1 storage      3 wireless  
2 Blu-ray      4 199

## 6 **Think** To talk about an open-air market in your country

- Give Ss time to think of an open-air market in their country, collect information about it in pairs, and make notes under the headings provided.
- Then ask various pairs to present the market to the class.
- The class evaluates each pair's performance.

### Suggested Answer Key

Name: Târgul Vitan-Barzesti

Location: Splaiul Unirii 450, Bucharest

What to buy: antique jewellery, second-hand books, new and old household items, furniture, musical instruments, postcards, and much more

Opening times: Sunday 8 am – 4 pm

How to get there: Bus 123 from Piata Unirii

*Târgul Vitan-Barzesti is a large open-air market at Splaiul Unirii 450, in Bucharest. It is the largest open-air market in the city. It takes place every Sunday from 8 am until 4 pm. You can buy all sorts of things there including antique jewellery, second-hand books, new and old household items, furniture, musical instruments, postcards,*

*and much more. You can get there by taking the bus number 123 from Piata Unirii. Get there early to get a bargain!*

## 7 To write an email

- Explain the task and give Ss time to write an email about an open-air market in their country using their answers in Ex. 6 and including all the points mentioned.
- Ask various Ss to read their emails to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

Hi John,

*How are you? Thanks for your email. You asked me about an open-air market in my country. Well, Târgul Vitan-Barzesti is a large open-air market at Splaiul Unirii 450, in Bucharest. It is the largest open-air market in the city. It takes place every Sunday from 8 am until 4 pm. You can buy all sorts of things there including antique jewellery, second-hand books, new and old household items, furniture, musical instruments, postcards, and much more. It is very popular with local people and tourists because there is a lot to see and you can often get a bargain.*

*I hope this helps with your project.*

*Write back soon.*

*Mihal*

## **Think** Which of the markets in Ex. 1 would you like to visit? Why? Tell the class.

- Ask various Ss to tell the rest of the class which of the markets in Ex. 1 they would like to visit.
- Remind Ss to justify their answers.

### Suggested Answer Key

*I would like to visit Greenwich Market because I like buying handmade jewellery, too. I would also like to try food from other countries like Ethiopia.*

### Culture Spot

Read out the box and then give Ss time to research online and collect information about a famous market in their country.

## Suggested Answer Key

Piata Obor is a famous market in Bucharest. It is also one of the oldest markets in the country. These days, you can buy anything there, from wild berries and mushrooms from Romania's mountains, to honey, cheese and meat products from market stalls and small shops.

### 1 • CLIL (Citizenship)

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

- Read the list of public facilities aloud and explain/ elicit their meanings.
- Elicit which ones Ss' towns/cities have.

#### Suggested Answer Key

My town has parks, a stadium, a library and a sports centre.

- Then draw Ss' attention to the pictures and elicit which facilities they show.

#### Answer Key

- |                 |           |
|-----------------|-----------|
| 1 playground    | 4 library |
| 2 skate park    | 5 park    |
| 3 swimming pool |           |

#### b) **Aim** To personalise the topic

Ask various Ss around the class to tell the class what their free-time activities are and which public facilities they use to do them.

#### Suggested Answer Key

I like skateboarding, so I go to the skate park every weekend.

I like reading, so I go to the library every week.

I like running, so I go to the park every afternoon.

#### 2 a) **Aim** To introduce and discuss the topic

Read the rubric aloud and elicit a variety of answers from Ss around the class. Write the two best suggestions on the board.

#### Suggested Answer Key

Leisure and sport facilities can improve a town or city for the local community because they create jobs. They are also places where people can learn new skills - at a skate park, for example - or gain new knowledge - for instance, at a library.

#### b) **Aim** To listen and read for specific information

- Play the recording. Ss follow along in their books.
- Elicit from various Ss whether the text mentioned their ideas from Ex. 2a.

#### Suggested Answer Key

Yes, it does.

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

### 3 **Aim** To personalise information in a text

Read the rubric aloud and elicit a variety of answers from Ss around the class referring to the text as necessary.

#### Answer Key

- 1 They can encourage people to do sports and create places where they can play.
- 2 They can use sports centres to create job opportunities and reduce unemployment.
- 3 They can use sport to reduce crime.

### 3 • Flash Time

#### 1 a) **Aim** To read for cohesion

- Give Ss time to read the words in the list and explain/ elicit the meanings of any unknown words.
- Then give Ss time to read the quiz and complete the gaps.
- Check Ss' answers.

#### Answer Key

- |         |        |            |
|---------|--------|------------|
| 1 play  | 4 drop | 7 hang out |
| 2 know  | 5 help | 8 clean    |
| 3 greet | 6 lend |            |

#### b) **Aim** To do a quiz

- Give Ss time to read the quiz again and tick (✓) the statements that are true for them and see how they did and compare with a partner.
- Ask various Ss around the class to tell the rest of the class if they are a good neighbour.

(Ss' own answers)

# Module 1

## 2 **Aim** To create a leaflet with dos and don'ts of being a good neighbour

- Ask Ss to work in small groups and give them time to research online and find out more information about being a good neighbour and prepare a leaflet with dos and don'ts.
- Tell Ss to add drawings or photos to illustrate their leaflet and then ask various groups to present their leaflet to the class.

### **Suggested Answer Key**

#### **The Dos and Don'ts of Being a Good Neighbour**

##### **Dos**

- *Keep the outside of your home, including the garden and the entrance, clean and tidy.*
- *Invite your neighbours to your parties.*
- *Have a regular neighbourhood barbecue, garden party or other gathering.*
- *Ask for advice about home improvements, gardening or cooking.*
- *Return anything you have borrowed on time.*

##### **Don'ts**

- *Spy on your neighbours through the curtains.*
- *Leave decorations on your house way past the event.*
- *Let your pet roam around the neighbourhood by itself.*

## 3 **Aim** To give a presentation on being a good neighbour

- Explain the task and ask Ss to use the quiz from Ex. 1 and their research from Ex. 2 to prepare a presentation on being a good neighbour.
- Ask various Ss to give their presentations to the class.

### **Suggested Answer Key**

*Good morning, everyone. Are you on good terms with your neighbours? Well, hopefully, you are. If not, today, I am going to talk about some of the dos and don'ts of being a good neighbour.*

*We all know most of the basic ways we can be a good neighbour like keeping the noise down and being friendly, but what about the other ways you can build a good relationship with the people who live near you? Well, here are some tips. You should keep the outside of your home, including the*

*garden and the entrance, clean and tidy. This gives a good impression. You should also invite your neighbours to your parties. Why not have a regular neighbourhood barbecue, garden party or other gathering, too? This will help people to get to know each other and build relationships. Also, you can ask for advice about home improvements, gardening or cooking. Finally, you should return anything you have borrowed on time.*

*Now onto the things that you shouldn't do if you want to be a good neighbour. Don't spy on your neighbours through the curtains. Nobody likes a nosy neighbour. Don't be lazy and leave decorations on your house way past the event. Also, be responsible and don't let your pet roam around the neighbourhood by itself.*

*If you follow these tips, you will be a good neighbour and life in your neighbourhood will be nicer. Thanks for listening. Are there any questions?*

## 4 **Aim** To present the value of community responsibility

- Give Ss time to read the quotation and discuss it in small groups.
- Elicit answers from Ss around the class.

### **Suggested Answer Key**

*I think the quotation means that before we blame someone else for something or complain about someone, we should look at our own actions.*

## 5 **Aim Think** To discuss ways of making our communities better

Ask Ss to discuss the question in pairs using the prompts and their own ideas and then ask various Ss to share their answers with the class.

### **Suggested Answer Key**

A: *To make our communities better places to live in, we can be good neighbours and respect other people.*

B: *Yes, and we can buy from local businesses to help local shopkeepers.*

A: *Right. We should all follow laws.*

B: *That's right. We can also volunteer to clean up places or help other people to make our communities better.*

A: *Yes, we can.*

## Progress Check 1

- 1** 1 farmer's      3 antiques      5 car boot  
2 flower      4 seafood
- 2** 1 jeweller's      4 aquarium  
2 skyscraper      5 palace  
3 chemist's      6 travel agent's
- 3** 1 on    2 in    3 with    4 through    5 on
- 4** 1 Does Sam work      4 Are you going  
2 smells      5 are having  
3 don't usually open    6 thinks
- 5** 1 have you been waiting    4 haven't been  
2 have been looking      5 have known  
3 Has she gone      6 has been using
- 6** 1 17      3 drive      5 800  
2 memory    4 webcam
- 7** 1 They usually buy clothes, shoes and furniture from the city.  
2 It's opening this Saturday.  
3 It doesn't cost anything – it is free.  
4 It closes at 8 pm.  
5 They have to spend over £100 to get a free gift.

- 8** Hi Mark,  
How are you? How was your weekend? I like going shopping at the weekend. I usually go to the Unirea shopping mall in the centre of Bucharest. It has lots of shops. There are clothes shops, shoe shops, furniture shops, bookshops, toyshops and much more. There is also a gym, a health centre and a chemist's. There are lots of restaurants and cafés, too. It is a popular place because there is everything you need in one place. Where do you go shopping?  
Write soon,  
Katya

- 9** 1 on your left  
2 and the department store  
3 Could you tell me how  
4 Turn left at the traffic lights  
5 what road

## 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 Long ago

## Topic

In this module, Ss will explore the topics of wonders of the ancient world, artefacts, famous people & jobs, and museums.

## Module page

30-31

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for wonders of the ancient world, to research online for wonders of the ancient world

**Vocabulary:** Wonders of the ancient world (*Temple, Gardens, Lighthouse, Statue, Pyramid*)

## 2a Reading

32-33

**Lesson Objectives:** To listen and read for gist, to read for key information (multiple matching) and detail (R/W/DS), to learn vocabulary for artefacts, to learn prepositional phrases, to listen for specific information (multiple choice), to talk and write about the Minoan civilisation

**Vocabulary:** Artefacts (*jewellery, pottery, figurine, sword, fresco, armour*); Verbs (*invade, influence*), Phrasal verb (*take over*); Nouns (*craftsman, artefact, eruption, trade route*); Adjectives (*advanced, skilled*)

## 2b Grammar

34-35

**Lesson Objectives:** To learn the past simple and the past continuous, to compare the past simple and the present perfect, to learn *used to - would*

## 2c Vocabulary

36

**Lesson Objectives:** To present and practise vocabulary for jobs, to match famous people to statements, to listen for confirmation, to prepare a poster

**Vocabulary:** Famous people (*Amelia Earhart, Claude Monet, Marie Curie, Carl Sagan, Eugene Ionesco, Charles Darwin, Maria Callas, Alexander Graham Bell*); Jobs (*scientist, pilot, naturalist, astronomer, painter, inventor, playwright, singer*)

## 2d Everyday English

37

**Lesson Objectives:** To act out a dialogue about a famous person, to learn the pronunciation of /s/, /ʃ/

## 2e Grammar

38-39

**Lesson Objectives:** To learn the past perfect and the past perfect continuous, to compare the past continuous and the past perfect continuous

## 2f Across Cultures

40-41

**Lesson Objectives:** To listen and read for gist, to read for specific information (multiple choice), to learn vocabulary for museums, to learn phrasal verbs with *go*, to listen for specific information (gap-fill), to write a blog entry about a museum

**Vocabulary:** Nouns (*tool, terracotta, soldier, emperor, pit, feature, chariot*); Adjectives (*solar-powered, life-sized*)

## 2 CLIL (History)

42

**Lesson Objectives:** To listen and read for gist, to read for detail (R/W/DS), to talk and write about ancient Egypt

## Flash Time 2

43

**Lesson Objectives:** To develop research skills, to create a map, to give a presentation about an ancient civilisation, to discuss the value of what history teaches us

## Progress Check 2

44-45

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

## 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 wonders of the ancient world; to read for cohesion and coherence

- Ask Ss to look at the pictures and read the list of words.
- Give Ss time to read the texts and fill in the words from the list.
- Check Ss' answers.

#### Answer Key

1 Temple            3 Lighthouse    5 Pyramid  
2 Statue            4 Gardens

### 2 **Aim** To express an opinion

- Play the recording for Ss to listen and read the texts.
- Read out the questions. Give Ss time to consider their answers and then elicit answers from Ss around the class.

#### Suggested Answer Key

*I was impressed by the Hanging Gardens of Babylon because it must have been hard to build gardens in such a dry and hot place. I think they built them to make the place beautiful for the royal family.*

### 3 **Aim** To develop research skills

- Give Ss time to research online and collect information about the other two wonders of the ancient world. Ask them to make notes under the headings provided.
- Then give Ss time to use their notes to write a short text about them.
- Ask various Ss to read their texts to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

**Name:** the Mausoleum at Halicarnassus

**Location:** Bodrum, Turkey

**When they built it:** 351 BCE

**Interesting facts:** 42 metres high, tomb, destroyed by an earthquake

**Name:** the Colossus of Rhodes

**Location:** Rhodes, Greece

**When they built it:** 292-280 BCE

**Interesting facts:** 33 metres high, destroyed by an earthquake, made of stone, iron and bronze

*The Mausoleum at Halicarnassus was in Bodrum, Turkey. They built it in 351 BCE. It was a tomb that was 42 metres high. An earthquake destroyed it. The Colossus of Rhodes was in Rhodes, Greece. They built it between 292 and 280 BCE. It was 33 metres high and made of stone, iron and bronze. An earthquake destroyed it.*

## 2a • Reading

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

- Tell Ss to look at the picture and ask them if they recognise the ancient site. Also ask them if they know where it is and who lived there.
- Play the recording. Ss listen and read to find out.

#### Suggested Answer Key

*The picture shows Knossos, an ancient Minoan palace city in Crete, Greece. Minoans lived there.*

### 2 **Aim** To read for key information

- Ask Ss to read the text and match the paragraphs (1-4) to the headings (A-D).
- Check Ss' answers.

#### Answer Key

1 D            2 A            3 C            4 B

### 3 **Aim** To read for detail

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

#### Answer Key

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

- Then elicit explanations for the words in bold from Ss around the class.

#### Suggested Answer Key

**powerful** (adj) = having a lot of power/strength

**discovered** (v) = found

**probably** (adv) = almost certainly

## Module 2

**trading** (n) = the action of buying and selling goods

**struck** (v) = hit

**ended** (v) = finished; came to an end

**interest** (v) = to make people want to know more about it

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

### 4 **Aim** To present vocabulary for artefacts

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to use the words to complete the sentences.
- Check Ss' answers.

#### Answer Key

1 armour            3 jewellery        5 pottery  
2 figurine        4 sword            6 fresco

### 5 **Aim** To practise prepositional phrases

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

#### Answer Key

1 on            2 in            3 from        4 in

### 6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences.
- Play the recording twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

#### Answer Key

1 archaeologist    3 dancing        5 goddess  
2 society            4 frescoes

### 7 **Aim** To write a text about the Minoan civilization

- Give Ss time to research online and collect information about the Minoan civilisation. Ask them to make notes under the headings provided.
- Then give Ss time to use their notes to write a short text about it.

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

#### Suggested Answer Key

**period:** 2000-1400 BCE

**location:** Crete

**interesting facts:** there were four large palace cities – Knossos, Phaistos, Malia, and Zakros, trade, religion, politics, art, dancing, pottery, own writing system, very successful civilisation, traded with Egypt and Cyprus

**how it ended:** probably a war or a natural disaster caused the end of the Minoan civilisation

The Minoan civilisation existed between 2000 and 1400 BCE in Crete. There were four large palace cities – Knossos, Phaistos, Malia, and Zakros. Each one was a centre for trade, religion and politics. The Minoan civilisation was a very successful civilisation with art forms including dancing and pottery as well as its own writing system. They traded with Egypt and Cyprus. Probably a war or a natural disaster caused the end of the Minoan civilisation.

#### Imagine you were a Minoan. Describe a typical day in your life. Tell the class.

- Explain the task and give Ss time to consider their answers.
- Elicit answers from various Ss around the class.

#### Suggested Answer Key

I would get up in the morning, have breakfast and then go to my farm and take care of my crops. In my spare time I would carve a figurine. Then at noon I would bring back the food I got from the fields and take it to the ships for trading with other places in the Mediterranean. After that I would have lunch and continue painting a fresco with dolphins on the palace walls. In the evening I would have dinner and talk to my family.

### 2b • Grammar

#### 1 **Aim** To present/practise the past simple and the past continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tenses in bold and their uses (*were you doing*, *was watching*: past continuous –



actions in progress at a specific time in the past; *started*: past simple – action that happened at a stated time in the past). Elicit the forms of each tense and other uses.

- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Also draw Ss' attention to the **Grammar** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

### Answer Key

- 1 *lived (an action that happened at an implied time in the past)*
- 2 *hit (an action that happened at a stated time in the past)*
- 3 *was walking, when (a past action was in progress when another action interrupted it)*
- 4 *jumped (actions that happened one after the other in the past)*
- 5 *was watching, was sleeping (two actions in progress at the same time in the past)*

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

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

### Answer Key

- |                     |                  |                      |
|---------------------|------------------|----------------------|
| 1 <i>happened</i>   | 5 <i>ordered</i> | 9 <i>was eating</i>  |
| 2 <i>was buying</i> | 6 <i>sat</i>     | 10 <i>was</i>        |
| 3 <i>felt</i>       | 7 <i>brought</i> | 11 <i>didn't pay</i> |
| 4 <i>went</i>       | 8 <i>asked</i>   | 12 <i>appeared</i>   |

## 3 **Aim** To compare the past simple and the present perfect

- Go through the **Grammar** box with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

### Answer Key

- 1 *didn't talk (past action at a stated time)*
- 2 *have eaten (past action at an unstated time)*
- 3 *Did Ian visit (past action at a stated time)*
- 4 *has seen (past action at an unstated time)*

## 4 **Aim** To compare the past simple and the present perfect

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

### Answer Key

- |                         |                        |
|-------------------------|------------------------|
| 1 <i>haven't spoken</i> | 5 <i>Have you been</i> |
| 2 <i>have just come</i> | 6 <i>Did you have</i>  |
| 3 <i>did you go</i>     | 7 <i>was</i>           |
| 4 <i>went</i>           | 8 <i>tried</i>         |

## 5 **Aim** To present/practise *used to/would*

- Present *used to* – *would*. Explain that we use *used to/would* + bare infinitive for actions that happened in the past, but don't happen anymore.
- Ask Ss to read the theory and the cartoon. Ask Ss if they could replace *used to* with *would* in the cartoon. (Yes, because *play* expresses an action not a state.)
- Give Ss time to complete the sentences and then check their answers.

### Answer Key

- 1 *used to work*
- 2 *Did you use to live*
- 3 *didn't use to/wouldn't wake up*
- 4 *used to be*

## 6 **Aim** To practise *used to/would*

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and tell each other about the Aztecs' past habits using the prompts and following the example.
- Monitor the activity around the class and then ask some pairs to tell the rest of the class.

### Answer Key

*The Aztecs didn't use to grow rice. They used to grow cotton.*

*The Aztecs didn't use to keep cows and sheep.*

*They used to keep turkeys and ducks.*

*The Aztecs didn't use to trade wood. They used to trade gold.*

*The Aztecs didn't use to make ships. They used to make pottery.*

*The Aztecs didn't use to build blocks of flats. They used to build pyramids.*

### What did you use to do when you were 10 years old? Tell the class.

- Explain the task and give Ss time to consider their answers.
- Elicit answers from various Ss around the class.

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### Suggested Answer Key

*I used to ride my bike in the street when I was 10 years old. I used to swim in the sea when I was 10 years old. I didn't use to live in the city when I was 10 years old. etc.*

### 2c • Vocabulary

#### 1 **Aim** To present vocabulary for jobs

- Play the recording. Ss listen and repeat chorally and/or individually.
- Explain/Elicit any unknown words.

#### 2 **Aim** To practise vocabulary for jobs

- Ask Ss to look at the pictures. Explain/Elicit that the pictures show famous people. Elicit if Ss are familiar with these people.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 pilot	4 astronomer	7 singer
2 painter	5 playwright	8 inventor
3 scientist	6 naturalist	

#### 3 a) **Aim** To match famous people to statements

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

#### Answer Key

1 Marie Curie	4 Eugene Ionesco
2 Carl Sagan	5 Charles Darwin
3 Maria Callas	

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

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

#### 4 **Aim** To prepare a poster

- Give Ss time to research online and collect more information about the famous people in Ex. 2.
- Then give Ss time to use their notes to prepare a 'Did you know?' poster about these famous people.

- Ask various Ss to present their posters to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

#### Did you know?

- *Amelia Earhart learnt to fly from Neta Snook and bought her first plane six months later.*
- *Claude Monet was the father of French Impressionism.*
- *Marie Curie won two Nobel Prizes; one for Physics and one for Chemistry.*
- *Carl Sagan published over 600 scientific papers.*
- *Eugene Ionesco started off writing poetry.*
- *Charles Darwin had ten children.*
- *Maria Callas's nickname was La Divina.*
- *Alexander Graham Bell's mother and wife were both deaf.*

### Hall of Fame! Who are some famous people from Romania? Collect information and prepare a class book.

- Give Ss time to research online and collect information about some famous people from Romania.
- Then give Ss time to use their notes to prepare a class book.
- Ask Ss to present the book to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

### 2d • Everyday English

#### 1 **Aim** To complete a dialogue

- Ask Ss to read the dialogue and fill in the gaps (1-5) with the sentences (A-F).
- Remind Ss that there is one sentence they do not need.

#### Answer Key

1 D      2 F      3 A      4 C      5 E

#### 2 **Aim** To listen for confirmation

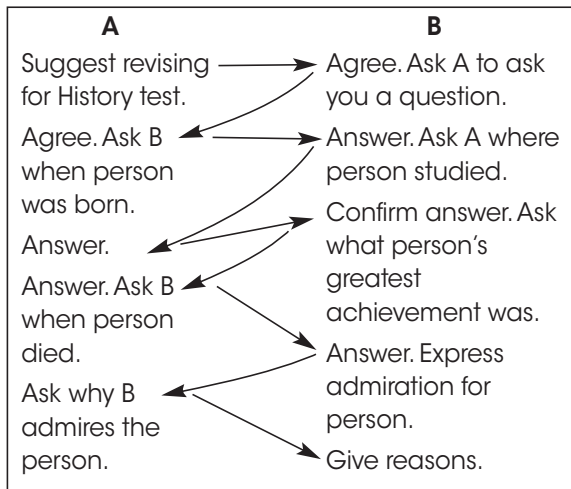
Play the recording for Ss to listen and check their answers.

### 3 **Aim** To act out a dialogue

- Give Ss time to take roles and act out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

### 4 **Aim** To role-play a dialogue talking about a famous person

- Explain the situation.
- Read out the fact file and tell Ss that they can use it to complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.



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

#### Suggested Answer Key

- A: *Let's revise for the History test now.*  
 B: *OK. I remember quite a lot from the lesson. Ask me a question.*  
 A: *Alright. When was Isaac Newton born?*  
 B: *On 25th December, 1642 in England. Your turn. Where did he study?*  
 A: *At Cambridge University.*  
 B: *Right. What was his greatest achievement?*  
 A: *Mathematical Principles of Natural Philosophy. He published it in 1687 and it is one of the most important books in the history of science. When did he die?*  
 B: *On 20th March, 1727 in England. I admire Newton a lot.*

A: *Really? Why?*

B: *He made great discoveries in mathematics, optics and physics.*

### Pronunciation

#### **Aim** To practise pronouncing /s/, /ʃ/

- Play the recording for Ss to listen and tick the correct sound.
- Check Ss' answers.

#### Answer Key

	/s/	/ʃ/
shake		✓
salt	✓	
soup	✓	

	/s/	/ʃ/
share		✓
show		✓
small	✓	

- Play the recording again with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit more words with the same sounds.

#### Suggested Answer Key

/s/ *super, see, snail*

/ʃ/ *sugar, shimmer, shoe*

### 2e • Grammar

#### 1 **Aim** To present/practise the past perfect

- Say, then write on the board: *I had travelled by plane.* Underline *had travelled* and explain that this verb is in the past perfect. Point to a S and say: *You had travelled by plane.* Then write it on the board. Point to a male S and say: *He had travelled by plane.* Then write it on the board. Present the other persons in the same way.
- Explain that we form the past perfect in the affirmative with *had* and the past participle of the main verb. Present the negative, interrogative and short answers too.
- Also explain the uses of the tense.
- Ask Ss to read the theory and the cartoon.
- Then give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- |                          |                            |
|--------------------------|----------------------------|
| 1 <i>hadn't finished</i> | 4 <i>had just returned</i> |
| 2 <i>Had Ian bought</i>  | 5 <i>Had you met</i>       |
| 3 <i>had forgotten</i>   |                            |

## Module 2

### 2 **Aim** To practise the past perfect

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

#### Answer Key

- 2 They hadn't installed the windows.
- 3 They had painted the doors.
- 4 They hadn't put up shelves.
- 5 They had tiled the roof.
- 6 They hadn't planted flowers.

#### Ask and answer questions using the prompts in Ex. 2, as in the example.

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

#### Answer Key

- A: Had they installed the windows?  
B: No, they hadn't. Had they painted the doors?  
A: Yes, they had. Had they put up shelves?  
B: No, they hadn't. Had they tiled the roof?  
A: Yes, they had. Had they planted flowers?  
B: No, they hadn't.

### 3 **Aim** To present/practise the past perfect continuous

- Say, then write on the board: *I had been working in the garden for two hours.* Underline *had been working* and explain that this verb is in the past perfect continuous. Point to a S and say: *You had been working in the garden for two hours.* Then write it on the board. Point to a male S and say: *He had been working in the garden for two hours.* Then write it on the board. Present the other persons in the same way.
- Explain that we form the past perfect continuous in the affirmative with *had been + main verb -ing*. Present the negative, interrogative and short answers too.
- Also, explain the uses of the tense.
- Ask Ss to read the theory and the cartoon.
- Then give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- 2 Matt's clothes were dirty because he had been working in the garden all morning.
- 3 Kate was sunburnt because she had been standing in the sun all afternoon.

- 4 Tim had a headache because he had been working on his computer all day.
- 5 Lily was bored because she had been waiting for the train for two hours.

### 4 **Aim** To practise the past perfect continuous

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

#### Answer Key

- 2 had only been sitting
- 3 had been revising
- 4 had been reading
- 5 had been studying
- 6 had been expecting

### 5 **Aim** To compare the past continuous and the past perfect continuous

- Go through the **Grammar** box with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

- 1 had been working
- 2 wasn't sleeping, was studying
- 3 had been crying
- 4 were sitting
- 5 had Mary been waiting
- 6 Had you been digging
- 7 Were they working
- 8 had been tidying

#### Continue the story. Use past tenses. Write in your notebook.

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

#### Suggested Answer Key

... he fell asleep at his desk. He was snoring when his mother came into the room. She had been working late and came in to check on him before she went to bed. She woke him up and told him to get into bed. He was sleeping so soundly, she had to shake him a lot and throw some water on his face to wake up. Tom got scared but when he realised what had happened he turned off his laptop and went to bed.

## 2f • Across Cultures

### 1 To listen and read for gist

- Tell Ss to look at the pictures and read out the question.
- Play the recording. Ss listen and read to find out.

#### **Suggested Answer Key**

*In the British Museum, you can see 8 million artefacts.*

*In the Terracotta Army Museum, you can see 8,000 clay soldiers, bronze chariots, horses and 10,000 weapons.*

### 2 To read for specific information

- Explain the task and ask Ss to read the questions and answer choices.
- Give Ss time to read the article again and complete the task.
- Check Ss' answers.

#### **Answer Key**

1 B      2 A      3 B      4 A

- Then elicit explanations for the words in bold from Ss around the class.

#### **Suggested Answer Key**

**announced** (v) = told people sth officially

**explore** (v) = to discover; to search

**enter** (v) = to get in a particular place

**ordered** (v) = asked for sth to be done

**reach** (v) = to get to a particular level

**wonder** (n) = a feeling of great surprise or admiration

**site** (n) = a place where sth is

**runs** (v) = is in control of sth

**sights** (n) = interesting places for sb to see

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

### 3 Think To express an opinion

- Ask various Ss to tell the rest of the class which of the museums in Ex. 1 they would like to visit.
- Remind Ss to justify their answers.

#### **Suggested Answer Key**

*I would like to visit the British Museum because there is so much to see and it's free to enter. / I*

*would like to see the Terracotta Army Museum because I think the clay soldiers would be interesting to see.*

### 4 To present vocabulary for museums

- Ask Ss to read the words. Explain/Elicit the meaning of any unknown words.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### **Answer Key**

1 fee                      3 display              5 oil  
2 tour                    4 cloakroom          6 gift

### 5 To practise phrasal verbs with go

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### **Answer Key**

1 on                      2 off                      3 after

### 6 To listen for specific information

- Explain the task and give Ss time to read the information about the Victoria and Albert Museum.
- Play the recording. Ss listen and complete the missing information.
- Check Ss' answers.

#### **Answer Key**

1 Cromwell Road      4 café  
2 1899                    5 free  
3 furniture

### 7 To give a presentation

- Give Ss time to use the information in Ex. 6 to prepare a presentation on the Victoria and Albert Museum.
- Ask various Ss to give their presentations to the class.

#### **Suggested Answer Key**

*The Victoria and Albert Museum is also called the V&A. It is on Cromwell Road in London. Queen Victoria laid the first stone in 1899. There are 2.3 million artefacts inside including furniture, clothing, jewellery, art and books. There is a free guided*

## Module 2

tour and backpacks for children. You can have a bite to eat at the museum café. Entrance is free.

### 8 To write a blog entry

- Give Ss time to research online and collect information about a famous museum in their country. Ask them to make notes under the headings provided.
- Then give Ss time to use their notes to write a blog entry about it for the class blog.
- Ask various Ss to read their blog entries to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

#### **Suggested Answer Key**

**name:** The National Museum of Art of Romania  
**location:** Royal Palace, Revolution Square, Bucharest  
**what visitors can see & do:** see collections of medieval and modern Romanian art including paintings, embroideries, manuscripts, silverware and woodcarvings, visitors can also see collections of international art  
**tickets:** 30 lei

Hi, everyone!

Are you a history fan? If you ever find yourself in Bucharest, you should visit the National Museum of Art of Romania. You can find it in the Royal Palace in Revolution Square. You can see collections of medieval and modern Romanian art including paintings, embroideries, manuscripts, silverware and woodcarvings. You can also see collections of international art. Entry is 30 lei but it is worth it to see one of the best art collections in Romania.

#### **Culture Spot**

Read out the box and then give Ss time to research online and find a similar museum in their country. Ask Ss to present it to the class.

#### **Suggested Answer Key**

The Museum of Natural History in Bucharest is in Victory Square in Bucharest. Its exhibits include dinosaurs found in Romanian territory to modern species of plants and animals. There is an exhibition of Black Sea treasures and an exhibition of living butterflies. Entry is 7 lei.

## 2 • CLIL (History)

### 1 To listen and read for gist

- Elicit what, if anything, Ss know about when the Egyptian civilisation started and ended and what jobs people in ancient Egypt had.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers.

#### **Answer Key**

The ancient Egyptian civilisation started around 3100 BCE and ended around 30 BCE. People in ancient Egypt were farmers and traders as well as carpenters, weavers and potters.

### 2 To read for detail

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

#### **Answer Key**

1 W      2 R      3 W      4 R      5 DS

- Then elicit explanations for the words in bold from Ss around the class.

#### **Suggested Answer Key**

**desert** (n) = an area covered in sand

**skilled** (adj) = having the abilities and experience needed for an activity or a particular job

**advanced** (adj) = highly developed

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

### 3 To write a summary

- Ask Ss to read the text again and make notes under the headings provided.
- Then give Ss time to use their notes to write a short summary about ancient Egypt.
- Remind Ss to include three mistakes in their summary.
- Ask various Ss to read their summaries to the class.
- The class corrects the mistakes.

## Suggested Answer Key

**agriculture:** soil near the River Nile was good for farming, crops were wheat, flax, papyrus, garlic, onions, cucumbers, also caught fish

**jobs:** farmers, traders, carpenters, weavers, potters

**education:** boys went to school, had lessons in Maths and hieroglyphics

In ancient Egypt, the ~~water~~ soil near the River Nile was good for farming. The crops were wheat, flax, ~~paper~~ papyrus, garlic, onions and cucumbers. The ancient Egyptians also caught fish. People worked as farmers, traders, carpenters, weavers and potters. ~~Girls~~ Boys went to school. They had lessons in Maths and hieroglyphics.

## What did the ancient Egyptians invent? Collect information, then prepare a quiz for your classmates.

- Give Ss time to research online and collect information about the inventions of the ancient Egyptians.
- Then give Ss time to use their notes to prepare a quiz.
- Ask Ss to present the quiz to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

## Suggested Answer Key

What Egyptian invention is like paper? (Papyrus)

What writing system did the ancient Egyptians invent? (Hieroglyphics)

What did they use to write with? (Black ink)

What 3 inventions did the ancient Egyptians invent to make farming easier? (The plough, the sickle and irrigation systems)

What did they invent to measure time? (Calendar, sun clock and water clock)

etc.

## 2 • Flash Time

### 1 **Aim** To research an ancient European or Asian civilisation

- Ask Ss to work in small groups and research online and collect information about an ancient European or Asian civilisation.
- Tell Ss to list the information under the headings in their notebooks.

Name	Period	Location	Interesting facts	How it ended
Indus Valley civilisation	Bronze Age	modern Pakistan, Afghanistan, north-west India	grew crops for food, didn't know about iron, had writing system with pictures	declined from 1900 BCE, but no one knows why

### 2 **Aim** To create a map

- Ask Ss to research online to find the locations of various ruins/artefacts of the civilisation they chose in Ex. 1.
- Tell Ss to work in groups to create a map showing the locations of the ruins/artefacts of their chosen civilisation.
- Each group discusses reasons to visit the places on the map.
- Groups present their maps to the class and share their reasons to visit each place.
- Display the maps around the classroom.

(Ss' own answers)

### 3 **Aim** To give a presentation about an ancient civilisation

- Give Ss time to use their notes in Ex. 1 to prepare a presentation.
- Ask various Ss to give their presentations to the class.

## Suggested Answer Key

Good morning, everyone. Today I'm going to talk to you about an interesting ancient civilisation. Do you enjoy solving puzzles? Following the clues and cracking the code is fun, but it's also an important job! A lot of what we know about ancient civilisations comes from written records, but there are still some ancient writing systems that we don't understand. One of these comes from the Indus Valley.

The Indus Valley Civilisation is one of the oldest civilisations in the world. It existed in the Bronze Age and was most powerful between 3300 and 1900 BCE. There were thousands of cities spread over nearly 650,000 km<sup>2</sup> in modern Pakistan,

## Module 2

Afghanistan and north-west India and the population was about 5 million people.

The cities were very well planned and had brick houses and a system for supplying clean water and removing dirty water. The people in the cities were traders and skilled craftspeople. They made pottery, jewellery and metal goods from copper, bronze and tin, but they didn't know about iron. There were also lots of farmers who grew crops for food such as wheat, barley, rice and beans. They used cattle to help them farm the land.

Now that we have explained that the main job in this society was farming, let's move on to why the Indus Valley Civilisation was advanced. We spoke about the fact that they didn't use iron, but they had a writing system. This system used pictures. Between 400 and 600 Indus symbols have been found on tablets, pots and other materials, including a sign that once hung over a gate in the city of Dholavira. However, no one alive today can read it.

The Indus Valley Civilisation slowly declined from 1900 BCE, but no one knows why for sure. Some archaeologists think that the gradual drying of the region's soil may have reduced the water supply so much that farming became more difficult and eventually the people moved eastward. However, it remains a very interesting civilisation which we are still learning about as archaeologists only discovered it existed about 200 years ago. Thank you for listening. Are there any questions?

### 4 **Think** To discuss what history teaches us

- Give Ss time to read the quotations and discuss them in small groups.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*I think the quotation by Confucius means that as history often repeats itself, we can learn about the future from the past.*

*I think the quotation by Marcus Garvey means that our past history is what makes us feel connected to our culture, society and country.*

### Progress Check 2

- 1 1 tour 3 temple 5 figurine  
2 pottery 4 fresco 6 pyramid
- 2 1 astronomer 3 pilot 5 inventor  
2 painter 4 naturalist
- 3 1 on 2 in 3 on 4 in 5 after
- 4 1 use 4 see  
2 were watching 5 use  
3 would read 6 Would you go
- 5 1 had already left 4 was taking  
2 had Sam been working 5 hadn't visited  
3 arrived 6 had been looking
- 6 1 Birmingham 3 sword 5 8/8.00  
2 1068 4 armour
- 7 1 W 2 DS 3 R 4 R 5 W
- 8 Hi, everyone!  
Are you a history fan? If you ever find yourself in Warwick in England, you should visit Warwick Castle. You can find it just south-east of Birmingham. You can watch an archery show and explore the castle by walking along the walls and climbing the towers. You can also take part in a sword-fighting workshop. You can see the collections of furniture and armour and then finish your trip with a visit to the castle's dungeons! Entry is £8 for students if you go as part of a school trip and it's worth every penny!
- 9 1 b 2 d 3 e 4 a 5 c

#### **Competences**

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



# Entertainment & mass media **Module 3**

## Topic

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

## Module page

46-47

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for types of media, to express preference in types of media

**Vocabulary:** Types of media (*magazines, newspapers, TV, books, the Internet, radio, mobile media devices, films*)

## 3a Reading

48-49

**Lesson Objectives:** To listen and read for gist, to read for specific information (complete sentences), to classify books, to learn prepositional phrases, to talk and write about a special character, to create a mythical world

**Vocabulary:** Types of literature (*action & adventure, fairytales, science fiction, biographies, mystery & suspense, horror, fables, legends*); Verbs (*escape, fight*); Nouns (*setting, knight, sword, soldier, army, general, enemy*); Adjectives (*best-selling, wise, furry*); Phrase (*loyal follower*)

## 3b Grammar

50-51

**Lesson Objectives:** To learn the future simple, *be going to*, the present simple and present continuous (with future meaning), the future in the past

## 3c Vocabulary

52

**Lesson Objectives:** To learn about TV programmes & films, to express opinions (likes/dislikes)

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

## 3d Everyday English

53

**Lesson Objectives:** To act out a dialogue choosing a TV programme, to learn the pronunciation of /e/, /æ/

## 3e Grammar

54-55

**Lesson Objectives:** To learn conditionals (Types 1, 2, 3)

## 3f Across Cultures

56-57

**Lesson Objectives:** To read for key information (multiple matching), to learn phrasal verbs with *keep*, to listen for key information (multiple matching), to discuss survey results and a pie chart to conduct a survey, to write a survey report about popular magazines with teenagers

**Vocabulary:** Verbs (*care, lead, include*); Phrasal verb (*grow up*); Noun (*beauty*); Phrase (*player rating*)

## 3 CLIL (Music)

58

**Lesson Objectives:** To identify musical instruments, to read for cohesion and coherence, to listen for confirmation, to ask and answer comprehension questions, to present an audio-visual creation

**Vocabulary:** Verbs (*organise, divide*); Nouns (*element, tune, tone, pitch, beat*)

## Flash Time 3

59

**Lesson Objectives:** To talk about my favourite magazine, to give a presentation on my favourite magazine, to talk about the value of music

## Progress Check 3

60-61

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module, to practise prepositions and phrasal verbs, to listen for key information, to read for specific information, to write a letter, to practise everyday English

# 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 present vocabulary for types of media

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

### 2 **Aim** To express preference in types of media

- Explain the task and read out the example.
- Ss talk in pairs and express preferences following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

#### **Suggested Answer Key**

A: ... prefer mobile media devices.

## 3a • Reading

### 1 a) **Aim** To present new vocabulary through pictures

- Ask Ss to look at the pictures and read out the list of creatures.
- Elicit which picture shows which creature.

#### **Answer Key**

A a mouse      C a wolf      E a lion  
B a minotaur      D a centaur

### b) **Aim** To listen and read for gist

Play the recording. Ss listen and read and then find out what is special about the creatures in the pictures.

#### **Suggested Answer Key**

Aslan, the great lion, is the creator and king of Narnia. He has magical powers and he is wise, kind and dangerous.

Reepicheep is a talking mouse. He's one of Aslan's followers. He's small, furry and cute, but he is brave and he can fight very well with a sword.

Centaur is half-man and half-horse. They run quickly and are very clever.

Minotaurs have the body of a human and the head of a bull. They are quite frightening and strong. Maugrim is a talking wolf who is extremely dangerous and leads the wolves against Aslan.

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

- Ask Ss to read the sentence stems (1-6) and then read the text.
- Give Ss time to complete the task.
- Check Ss' answers.

#### **Answer Key**

- 1 C.S. Lewis
- 2 Aslan the great lion
- 3 talk and fight very well with a sword
- 4 fly
- 5 they are half-man and half-horse
- 6 the White Witch

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

### 3 **Aim** To present Narnia

- Explain the task and ask Ss to copy the headings into their notebooks and then give them time to make notes under them.
- Ask various Ss to use their notes to present Narnia to the class.

#### **Answer Key**

**What is Narnia?** magical world, land of mythical creatures and talking animals

**Talking animals:** King Aslan – a lion;

Reepicheep – the talking mouse – he is a brave knight and can fight with a sword; Maugrim – the talking wolf, leader of the wolves, very dangerous

**Mythical creatures:** Centaurs – half-man, half-horse, can run quickly, very clever; Minotaurs – enemies of Aslan, body of a man, head of a bull, frightening and very strong

Narnia is a magical world with talking animals. Its talking animals include Aslan the lion, the king of Narnia, and Reepicheep, the talking mouse. He is loyal to Aslan and can fight very well with a sword. There is also a talking wolf called Maugrim. He is the leader of the wolves and is very dangerous.

The mythical creatures in Narnia include centaurs and minotaurs. Centaurs are half-man and half-horse. They are very clever and can run quickly. Minotaurs are enemies of Aslan. They have the body of a man and head of a bull. They are frightening and very strong.

## 4 **Aim** To present vocabulary for types of literature

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Then elicit which types of literature are fiction/non-fiction from Ss around the class.

### Answer Key

**Fiction:** fairytales, science fiction, mystery and suspense, horror, fables, legends

**Non-fiction:** biographies

## 5 **Aim** To practise prepositional phrases

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

### Answer Key

1 in      2 of      3 of      4 with

## 6 **Aim** To create a special character

- Ask Ss to think of a special character that appears in a novel they are writing.
- Ss describe his/her appearance, character and abilities.
- Ask various Ss to present their character to the class. The class votes for the best character.

### Suggested Answer Key

*My character is a fairy. She is small and beautiful and she has got blue wings. She is wise and kind and she can fly.*

## 7 **Aim** To create a mythical world

- Divide the class into small groups and have Ss think of ideas for a mythical world and make notes under the headings and then create an advertisement.
- Ask various groups to present their advertisement to the class.
- Ss evaluate their classmates' presentations.

### Suggested Answer Key

*Our world is Fogworld. It is at the top of the tallest mountain in Europe and it only appears when it's foggy. All the animals you usually find up a mountain are there – wolves, bears, goats and so on – but they can all talk. There are also fairies, elves and dwarves. The king of the mountain is a great bear called Ursus and his enemy is the leader of the wolves, Lucas. They can use swords when they fight.*

### Take the roles of C.S. Lewis and one of the characters from Narnia. Ask the author questions about your character and explain what you like about it. Write the interview.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

### Suggested Answer Key

A: *Who am I?*

B: *You are Aslan, the great lion and king and creator of Narnia.*

A: *Do I have any powers?*

B: *Yes, you have magical powers.*

A: *What am I like?*

B: *You are wise and kind and dangerous.*

### Drama Club

#### Think of your favourite novel. Choose a chapter and dramatise it for the school drama club.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

*(Ss' own answers)*

## 3b • Grammar

### 1 **Aim** To present/practise the future simple – be going to

- Ss' books closed. Say, then write on board: *I'll visit grandma later. Will you come? No, I won't.* Elicit the forms *will* + bare infinitive (affirmative), *will not/won't* + bare infinitive (negative) and *will* + personal pronoun + bare infinitive (interrogative). Draw Ss' attention to the short forms *will = 'll* and *will not = won't*. Drill Ss in all persons. Then write on board: *I'm going to visit Paris in the summer.* Elicit the form *be going to* + bare infinitive. Drill Ss in all persons.

## Module 3

- Say, then write on board: *I think the new action film will be great.* and *We don't need these lights on. I'll switch them off.* Elicit the use of *will*. (To make predictions about the future based on what we think and to make on-the-spot decisions). Then, write on board: *We're going to join a book club.* and *Look out! You're going to drop those boxes.* Elicit the use of *be going to*. (To talk about plans and intentions in the future and to make predictions based on what we can see).
- Ss' books open.
- Ask Ss to read the theory and the cartoon.
- Then explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

### Answer Key

- 1 'm going to buy (plans and intentions)
- 2 'll tell (warning)
- 3 isn't going to run (predictions based on what we see or know)
- 4 will attend (predictions based on what we think)
- 5 'll call (on-the-spot decisions)

## 2 **Aim** To practise the future simple - *be going to*

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

### Answer Key

- 1 's/is going to visit, 's/is going to re-open
- 2 'll/will have
- 3 's/is going to put on, 'll/will come
- 4 'm/am not going to watch
- 5 will do, won't/will not come
- 6 'll/will go, 'll/will come
- 7 're/are going to drop, 'll/will have

### Summer Plans

- Explain the task.
- Give Ss time to complete the task in pairs.
- Elicit answers from various pairs around the class.

### Suggested Answer Key

- A: Will you go to the Tower of London?  
B: Of course I will!  
A: Will you take an umbrella with you?  
B: Yes, it always rains there.  
A: Where are you going to stay?  
B: I'm going to stay at a hotel in the city centre.

## 3 **Aim** To practise the present simple/present continuous (with future meaning)

- Explain that we can use the present simple for timetables and schedules and the present continuous for fixed arrangements.
- Read out the **Grammar** box and the examples.
- Give Ss time to complete the task and then check their answers.

### Answer Key

- 1 is flying, leaves
- 2 are going, are meeting
- 3 are visiting, arrives

## 4 **Aim** To practise the future simple, *be going to*, the present simple/present continuous (with future meaning)

- Give Ss time to complete the sentences with the correct form of the verbs.
- Check Ss' answers.

### Answer Key

- 1 will give
- 2 'm/am going to chat
- 3 are taking part
- 4 'll/will become
- 5 'll/will send
- 6 does the concert begin

## 5 **Aim** To practise the future simple, *be going to* or the present continuous with personal examples

Give Ss time to complete the task in pairs and then check their answers around the class.

### Suggested Answer Key

- 1 I am going to go to the park
- 2 people will have flying cars
- 3 am going to visit Spain
- 4 am meeting my friends
- 5 it won't rain tomorrow
- 6 I will try harder at school this year

## 6 **Aim** To present/practise the future in the past

- Ask Ss to read the **Grammar** box and the examples.
- Then explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

## Answer Key

- |                    |                     |
|--------------------|---------------------|
| 1 would be         | 4 Were you going to |
| 2 was going to     | 5 wasn't going to   |
| 3 weren't going to |                     |

## Tech Weekend

(Ss' own answers)

In groups, suggest ways to organise a tech weekend at your school. Use future tenses. Present your ideas to the class. The class votes for the best suggestions.

- Explain the task.
- Give Ss time to complete the task in groups.
- Elicit answers from various groups around the class.

## 3c • Vocabulary

### 1 **Aim** To present vocabulary for TV programmes & films

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Then ask Ss to look at the pictures and say which TV programmes/films they can see.

#### Answer Key

- 1 the news
- 2 a cookery show
- 3 an animated film
- 4 a nature programme/documentary
- 5 a science fiction programme/film
- 6 a fantasy film

### 2 **Aim** To express opinions (likes/dislikes)

- Explain the task. Read through the list of adjectives and explain/ elicit their meanings.
- Read out the example dialogue and then ask Ss to discuss TV programmes and films in pairs using the adjectives and following the example.
- Monitor the activity around the class.

#### Suggested Answer Key

- A: What do you think of sitcoms?  
 B: I find them silly. I prefer documentaries. What do you like watching?  
 A: I love fantasy films. I think they are fantastic.

## Watch a TV programme. Complete a fact file about it. Tell the class.

- Explain the task and assign it as HW.
- Check Ss' answers in the next lesson.

(Ss' own answers)

## 3d • Everyday English

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

- Read out the rubric.
- Play the recording. Ss listen and read to find out what programme John and Lucy decide to watch.

#### Answer Key

They decide to watch a documentary about Madagascar.

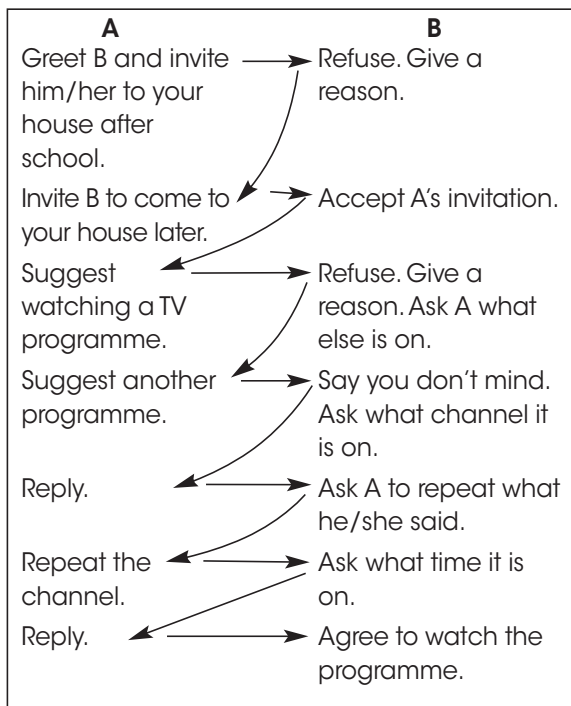
### 2 **Aim** To act out a dialogue

- Play the recording again.
- Then ask Ss to take roles and act out the dialogue in closed pairs.
- Then ask some pairs to act out the dialogue in front of the class.
- Correct their pronunciation and intonation if/when necessary.

### 3 **Aim** To role-play a dialogue choosing a TV programme

- Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Ex. 1.
- Tell Ss to use the TV guide and the **Note** boxes to help them complete the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model.
- Write the diagram on the board for Ss to follow.

## Module 3



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

### Suggested Answer Key

- A: Hi, Kurt! Would you like to come to my house after school?  
 B: Sorry, I can't. I've got a guitar lesson.  
 A: How about coming over after that?  
 B: Sure, I'd love to.  
 A: There's a nature programme about Madagascar on TV at 7:05. Do you want to watch it?  
 B: Not really. I don't like nature programmes. What else is on?  
 A: Well, there's a quiz show called *The Chase*.  
 B: I don't mind. What channel is it on?  
 A: Channel 4.  
 B: Sorry. Which channel did you say?  
 A: It's on Channel 4.  
 B: What time is it on?  
 A: 7:05.  
 B: OK. Let's watch that.

## Pronunciation

### **AIM** To practise pronouncing /e/, /æ/

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

### Suggested Answer Key

- /e/ *let, head, led*  
 /æ/ *mat, bat, sat*

## 3e • Grammar

### 1 **AIM** To present conditionals types 1, 2, 3 and practise conditional type 1

- Say, then write on board: *If I study hard, I will pass my exams.* Ask Ss to identify the *if*-clause (*If I study hard*) and which tense we use (present simple). Ask Ss to identify the main clause (*I will pass my exams*) and the tense used (*will* + infinitive without *to*). Explain that this is a type 1 conditional and we use it to talk about things that are likely to happen in the future. Tell Ss that we put a comma after the *if*-clause only when it is before the main clause. Also tell Ss that we can use *unless* = *if not* in this type of conditional sentences by altering the given example: *Unless I study hard, I won't pass my exams.*
- Say, then write on board: *If I had more money, I would buy a new car.* Ask Ss to identify the *if*-clause (*If I had more money*) and which tense we use (past simple). Ask Ss to identify the main clause (*I would buy a new car*) and the tense used (*would* + infinitive without *to*). Explain that this is a type 2 conditional and we use it to talk about situations that are not real in the present/future, and advice.
- Say, then write on board: *If you had woken up earlier, you wouldn't have missed the train.* Ask Ss to identify the *if*-clause (*If you had woken up earlier*) and which tense we use (past perfect). Ask Ss to identify the main clause (*you wouldn't have missed the train*) and the tense used (*would/could/might have* + past participle). Explain that this is a type 3 conditional and we use it to talk about situations that were not real in the past.
- Ask Ss to read the theory and the cartoon.

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

### Answer Key

- 1 advertise, will increase      4 will come, let  
 2 will explain, ask              5 see, will tell  
 3 won't lend, aren't              6 comes, will order

## 2 **Aim** To practise *unless/if*

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

### Answer Key

- 1 Unless                      3 unless                      5 Unless  
 2 If                              4 if

### Game!

#### **Aim** To practise conditional type 1

- Divide the class into two teams. Team A says a capital city and Team B completes the sentence.
- Remind Ss to use the correct type of conditional.
- The team with the most points wins.

### Suggested Answer Key

Team AS2: *If you go to Athens ...*  
 Team BS2: *... you will see the Parthenon.*  
 Team AS3: *If you go to Paris ...*  
 Team BS3: *... you'll see the Eiffel Tower. etc.*

## 3 **Aim** To practise conditional type 2

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

### Answer Key

- 1 had                              3 were                              5 were  
 2 would hang                  4 learnt

### Game!

#### **Aim** To practise conditional type 2

- Ss take turns to continue the story.
- Remind Ss to use the correct type of conditional.

### Suggested Answer Key

*... he would buy a big house. If he bought a big house, he would hire a housekeeper. If he hired a housekeeper, he wouldn't do all the housework. etc.*

## 4 **Aim** To practise conditional type 3

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

### Answer Key

- 1 had had                              4 would have come  
 2 wouldn't have been              5 hadn't asked  
 3 had booked

## 5 **Aim** To practise conditionals types 1, 2, 3

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

### Answer Key

- 2 *Unless you leave now, you won't be there on time.*  
 3 *If you hadn't stayed up late last night, you would have woken up early.*  
 4 *If Natalie didn't have the time, she wouldn't visit her cousins.*  
 5 *Unless we do our homework, our teacher will be angry.*  
 6 *If he had saved money, he would have bought that smartphone.*

## 6 **Aim** To practise/identify conditionals types 1, 2, 3

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

### Answer Key

- 1 *If I were you, I would volunteer abroad. (type 2)*  
 2 *If I don't wake up on time, I will get a taxi to work. (type 1)*  
 3 *will stay (type 1)*  
 4 *had got up (type 3)*  
 5 *start (type 1)*  
 6 *won't have (type 1)*  
 7 *If I had seen them cut down the tree, I would have stopped them. (type 3)*  
 8 *won (type 2)*

## 7 **Aim** To practise/identify conditionals types 1, 2, 3

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

# Module 3

## Answer Key

- 1 would be able (type 2)
- 2 wouldn't have happened (type 3)
- 3 will your boss say (type 1)
- 4 will buy (type 1)
- 5 will you buy (type 1)



## Think To practise conditionals types 1, 2, 3 with personal examples

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

## Suggested Answer Key

- 1 I will go to the cinema tonight.
- 2 I would have got a better grade.
- 3 I would hand it in to the police.
- 4 if I knew you were going.
- 5 if I knew you were free.
- 6 I will call you.

## If I were a president!

Tell the class what you would do. The class votes for the best plan.

- Ask various Ss to tell the class what they would do if they were a president.
- Remind Ss to use conditional type 2.
- Then ask the class to vote for the best plan.  
(Ss' own answers)

## 3f • Across Cultures

### 1 To introduce the topic

Elicit popular teen magazines from Ss' country and what type they are.  
(Ss' own answers)

### 2 To read for key information

- Ask Ss to read the descriptions (1-5) and underline the key words.
- Then give Ss time to read the magazine descriptions (A-G) and decide which magazine is best for each teenager.
- Check Ss' answers.

## Suggested Answer Key

**Key words:** Rachel, work of people from her own age group, enjoys writing, cares ... for animals and nature; Paul, keen sportsman, supports

Arsenal, what favourite players ... doing or saying; Sue, issues young people are facing, human body, crosswords; Katy, clothes, famous people, watches television programmes, tips, look pretty; Adam, science, takes photographs, night sky

## Answer Key

- 1 F      2 G      3 A      4 D      5 E

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

### 3 To practise phrasal verbs with keep

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- 1 on                      2 up with                      3 off

### 4 To listen for key information

- Explain the task and ask Ss to read the sentences.
- Play the recording twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

## Answer Key

- 1 C      2 E      3 A      4 F      5 B

### 5 a) To understand survey results in a pie chart

- Ask Ss to read the questions and look at the pie chart and answer them.
- Ask various Ss to tell the class.

## Answer Key

- 1 The most popular type of magazine is the comic book. The least popular is short story magazines.
- 2 Sports magazines and celebrities and gossip magazines have a similar percentage of readers.
- 3 10% of teenagers read sports magazines.




**b)  To understand survey results in a pie chart**

- Ask Ss to read the sentences and look at the pie chart and complete them.
- Ask various Ss to tell the class.

**Answer Key**

- 1 comic books
- 2 read music/film magazines. ... read general interest/hobbies magazines
- 3 read celebrities and gossip magazines
- 4 read sports magazines
- 5 read lifestyle magazines ... read short story magazines

**6  To conduct a survey; to write a survey report**

- Give Ss time to conduct a class survey of the types of magazines each person likes most/least.
- Ss may compile the results into a pie chart if they want.
- Then give Ss time to write a survey report with sentences similar to those in Ex. 5b.
- Check Ss' answers.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Teenagers enjoy reading magazines in their free time. These cover all kinds of subjects, from sports to film.*

*The most popular magazine is the comic book, with 32% of students reading one. Next come music and film magazines, which 18% read. Close behind are general interest/hobby magazines, at 15%. Slightly fewer teens read sports magazines (10%) than read celebrities and gossip magazines (11%). The least popular magazines are lifestyle, at 8%, and short story magazines, at 6%.*

*It seems that, even though teens spend a lot of time in front of screens these days, magazines continue to be popular.*


**Culture Spot**

Read out the box and then give Ss time to research online and find a public broadcaster in their country. Ask Ss to present it to the class.

**Suggested Answer Key**

*Televiziunea Romana is the public television broadcaster in Romania. People call it TVR. It has four television channels and six regional television studios. It offers a wide range of services including webcasts and international viewing.*

**3 • CLIL (Music)**

**1  To present vocabulary for musical instruments**

- Elicit the musical instruments by asking for descriptions or asking Ss to draw pictures on the board.
- Tell Ss they are going to hear different pieces of music played by these instruments.
- Play the recording twice if necessary. Ss listen and number the musical instruments in the order they hear them.

**Answer Key**

- |           |         |             |
|-----------|---------|-------------|
| 1 trumpet | 4 flute | 7 saxophone |
| 2 guitar  | 5 piano | 8 drums     |
| 3 banjo   | 6 harp  | 9 violin    |

**2  To identify rhythm and tempo**

- Explain the task.
- Play the recording and then elicit the answers to the questions.

**Answer Key**

- |                  |                 |
|------------------|-----------------|
| 1 quiet and slow | 2 loud and fast |
|------------------|-----------------|

**3 a)  To read for cohesion and coherence**

Give Ss time to read the text and fill in the gaps with the appropriate quantifiers from the list.

**Answer Key**

- |        |        |        |
|--------|--------|--------|
| 1 many | 3 much | 5 Some |
| 2 lot  | 4 few  | 6 any  |

**b)  To listen for confirmation**

- Play the recording for Ss to check their answers.
- Then give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

## Module 3

### 4 **Aim** To consolidate new vocabulary and comprehension of a text

- Give Ss time to look up the meanings of the words in bold and elicit explanations from Ss around the class.

#### **Suggested Answer Key**

**notes** (n) = single tones of certain pitches

**chords** (n) = groups of three or more notes played together

**speeds** (n) = how fast some things are

**tempo** (n) = how fast a piece of music is

- Then have Ss ask and answer comprehension questions about the text in pairs. Monitor the activity around the class.

#### **Suggested Answer Key**

A: How many elements are there in a piece of music?

B: Four. What are they?

A: Melody, harmony, rhythm and dynamics. What is harmony?

B: The tones and pitches in a piece of music. What does this mean?

A: How high or low a sound is. How is harmony related to notes and chords?

B: It is how they sound together. What is rhythm?

A: Musical time. How many beats can a rhythm have?

B: Two, three or four beats. What is the speed of the music called?

A: The tempo. What are the dynamics of a piece of music?

B: The dynamics are which parts are played quiet or loud.

### 5 **Aim** To match audio and visual elements

- Assign the task as HW and ask Ss to draw a picture of anything they want and then write or find a piece of music to match it.
- Tell Ss to record the piece of music and then ask Ss to present their drawing and the piece of music to the class in the next lesson.

(Ss' own answers)

### 3 • Flash Time

#### 1 **Aim** To talk about your favourite magazine

- Give Ss time to think about their favourite magazine and what it is about.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

My favourite magazine is National Geographic magazine. It is about geography, history, science and culture around the world.

#### 2 **Aim** To research online

- Ask Ss to work in small groups and research online and collect information about their favourite magazines.
- Tell Ss to list the information under the headings in their notebooks.

#### **Suggested Answer Key**

**Name:** Aquila

**Type of publication:** magazine for young people

**Content:** articles on geography, history, science and culture

**Price:** £55 per year in UK, £60 per year in rest of Europe

**Printed:** monthly

**Electronically:** not available yet

#### 3 **Aim** To give a presentation about your favourite magazine

- Give Ss time to use their notes in Ex. 2 to prepare a presentation.
- Ask various Ss to give their presentations to the class.

#### **Suggested Answer Key**

Good morning, everyone. Who likes reading magazines? Quite a few of you I see. Well, I know I do and my favourite magazine is 'Aquila'.

'Aquila' is a magazine for young people and it contains articles on geography, history, science and culture. It costs £55 per year in UK, and £60 per year in the rest of Europe. It is printed monthly. It is not available electronically yet.

If this sounds like something you may be interested in reading, you should sign up for a subscription. You can visit the website to see samples of the magazine and buy old issues. I

hope you like it as much as I do. Happy reading.  
Thanks for listening. Are there any questions?

## 4 **Aim** To discuss the benefits of music

- Give Ss time to read the list of statements and consider their answers.
- Then ask Ss to discuss their opinions with their partners.
- Elicit answers from Ss around the class.

### Suggested Answer Key

A: I agree with statements 2, 3, 4 and 5. I disagree with statements 1 and 6.

B: Me too. I love music and I think it has many positive benefits such as the ones in the statements 2-5.

A: That's right. Music has other positive benefits too such as helping you to relax.

B: I agree. etc.

### NEWS!

#### Collect information about this week's breaking news and top stories. What are they about?

- Explain the task and give Ss time to complete it.
- Elicit answers from various groups around the class.

(Ss' own answers)

### Progress Check 3

- |                   |                      |
|-------------------|----------------------|
| 1 1 sports show   | 3 action & adventure |
| 2 science fiction | 4 game show          |
| 2 1 devices       | 5 biography          |
| 2 childish        | 6 fairytales         |
| 3 educational     | 7 newspaper          |
| 4 magazines       | 8 Reality            |

3 1 of 2 of 3 on 4 off 5 for

4 1 am going to read 4 are going  
2 opens 5 would  
3 'll finish

5 1 will find 7 would have  
2 would have spoken passed  
3 wouldn't have watched 8 won't come  
4 becomes 9 would buy  
5 didn't talk 10 read  
6 will return

6 1 C 2 A 3 D 4 B 5 F

7 1 South Florida  
2 play and explore materials with their hands  
3 have talent in arts  
4 unlimited visits for a year and other discounts  
5 volunteer at the museum

8 Hi, Lewis!

Great to hear from you! Hope you are OK.

My favourite magazine is about football. It's called 'Goal!' And it's for anyone who is crazy about football. My favourite section is the one about Romanian teams and players, especially my team, Dinamo Bucuresti. But what I really like about it is that it includes articles about football in many different countries.

Do you go to football matches at all? I'm going to one on Sunday!

All the best,

Peter

9 1 c 2 e 3 b 4 a 5 d

### Competences

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

# Module 4 Tech world

## Topic

In this module, Ss will explore the topics of electronic devices, technology, and computers.

## Module page

62-63

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for electronic devices, to talk about electronic devices

**Vocabulary:** Electronic devices (*transparent TV, e-reader, smartwatch, 3D printer, solar backpack, Pepper the robot*)

## 4a Reading

64-65

**Lesson Objectives:** To listen and read for gist, to read for detail (R/W/DS), to present and consolidate vocabulary for technology, to learn prepositional phrases, to describe an AR app

**Vocabulary:** Technology (*pinch, spread, swipe, tap, touch and hold*); Verbs (*aim, boost, insist, hunt, train, perform*); Phrasal verbs (*deal with, try on*); Nouns (*virtual reality, operation*)

## 4b Grammar

66-67

**Lesson Objectives:** To learn modals

## 4c Vocabulary

68

**Lesson Objectives:** To learn about computers and computer language

**Vocabulary:** Computers (*webcam, screen, tower, printer, scanner, mouse, router, external hard drive, speakers, keyboard, USB stick, earphones*); Computer language (*upload, download, click on, scan, save, delete, connect, install, stream, print*)

## 4d Everyday English

69

**Lesson Objectives:** To act out a dialogue complaining about damaged goods, to practise intonation in questions

## 4e Grammar

70-71

**Lesson Objectives:** To learn the (*to-*) infinitive and the *-ing* form

## 4f Across Cultures

72-73

**Lesson Objectives:** To listen and read for gist, to read for detail (R/W/DS), to practise phrasal verbs with *bring*, to listen for specific information (gap-fill), to talk about a device, to write about a device/gadget

**Vocabulary:** Adjective (*paralysed*); Phrases (*go hand in hand, affect the brain, personal experience*)

## 4 CLIL (PSHE)

74

**Lesson Objectives:** To listen and read for gist, to read for detail (answer questions), to consolidate comprehension of the text, to prepare a leaflet

**Vocabulary:** Verbs (*respond, block*); Phrasal verb (*pick on*); Nouns (*victim, device*); Phrases (*get into trouble, think twice*)

## Flash Time 4

75

**Lesson Objectives:** To prepare a podcast about the dos and don'ts of using smartphones, to give a presentation on smartphone etiquette, to talk about the value of respect, to prepare a digital presentation

## Progress Check 4

76-77

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

## 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 electronic devices

- Ask Ss to look at the pictures (A-F) and read the sentences (1-6).
- Give Ss time to match them and then check their answers.

#### Answer Key

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

- Play the video for Ss and elicit their comments.

### 2 **Aim** To talk about electronic devices

- Read out the **Note** box. Explain the task and ask two Ss to read out the example dialogue.
- Ask Ss to talk in pairs and express a desire for an electronic device giving reasons.
- Ask various Ss to tell the class.

#### Suggested Answer Key

A: *I would like to have a smartwatch because I would be able to make calls, send text messages and go online anytime.*

B: *Really? I would like to have a 3D printer because it would help me print all sorts of objects.*

## 4a • Reading

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

- Ask Ss what they think augmented reality is and how it can be used in everyday life.
- Play the recording. Ss listen and read to find out.

#### Suggested Answer Key

*Augmented reality is a combination of virtual reality and real life. It can be used in everyday life to try on clothes, get directions, get a virtual tour, play games and help surgeons to perform operations.*

### 2 **Aim** To read for detail

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

#### Answer Key

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

- Then elicit explanations for the words in bold from Ss around the class.

#### Suggested Answer Key

**hang out** (phr. v) = to spend a lot of time in a place or with someone

**combining** (v) = joining things together to make a single group of things

**checking out** (phr. v) = examining sth based on what it looks like

**loads** (n) = a lot of

**catching on** (phr. v) = becoming popular

**instant** (adj) = happening immediately

**popped up** (phr. v) = appeared unexpectedly

**brought it all to life** (phrase) = made sth look real

**wandering** (v) = walking around without a purpose

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

### 3 a) **Aim** To present vocabulary for technology

- Ask Ss to look at the pictures and read out the list of verbs.
- Elicit which picture shows which action.

#### Answer Key

1 tap	4 spread
2 touch and hold	5 swipe
3 pinch	

### b) **Aim** To consolidate vocabulary for technology

- Ask Ss to read the sentences and complete them with the verbs from Ex. 3a.
- Check Ss' answers.

# Module 4

## Answer Key

- 1 Spread                      3 Tap                      5 Swipe  
2 Pinch                      4 Touch and hold

### 4 To revise vocabulary related to technology

- Go through the list of verbs and ask Ss to think of nouns that go with these verbs in relation to smartphones/tablets.
  - **download/upload** files, videos, films, images etc
  - **send** texts/messages etc
  - **surf** the Net
  - **share** files
  - **listen** to music/songs etc
  - **play** (online) (free) games
  - **chat** with friends/family/relatives
  - **watch** a film/video etc
- If anyone in the class does not have a smartphone/tablet, or access to one, just ask them what they use the Internet for.
- Allow Ss some time to prepare their answers. Invite various Ss to tell the class.

### Suggested Answer Key

*I have a smartphone/tablet. I use it to download apps, upload photos to social media, send texts, use the Internet, share memes, listen to music, play games, chat with friends and watch films and videos.*

### 5 To learn prepositional phrases

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

### Answer Key

1 on    2 at    3 by    4 under    5 out of

### 6 To develop critical thinking skills; to describe an AR app

- Explain the task and ask Ss to work in groups to create their app. Tell them to use the prompts to write a short description.
- Give Ss time to complete the task and then ask various groups to describe their app to the rest of the class. The class evaluates the presentations.

## Suggested Answer Key

**the name of the app:** AR Drawing

**what it does:** it projects an image onto a blank piece of paper so you can sketch it

**why people would buy it:** to learn to become better at drawing and develop their artistic skills

*Good morning! Do you enjoy drawing? Do you wish you could practise without paying for expensive lessons or searching for videos online? Well, now you can! With AR Drawing, our new augmented reality app, you can practise your skills anytime and anywhere. This handy app projects an image of your choice onto a blank piece of paper so that you can sketch it. There's no better way to develop your artistic skills and become a better artist!*

### Think To create an invention

- Ask Ss to come up with ideas for an invention that makes communication easier.
- Ss present their invention to the class and explain why it is worth using.

*(Ss' own answers)*

## 4b • Grammar

### 1 To present/practise modals

- Ask Ss to read the theory and the cartoon.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 need to                      3 might                      5 don't have to  
2 must                      4 should                      6 mustn't

### 2 To practise modals

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

### Answer Key

1 have to                      3 has to                      5 must  
2 must                      4 have to

### 3 To practise modals

- Remind Ss to use the theory as a point of reference.
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

## Answer Key

- 2 You mustn't eat here.
- 3 Shall I make some sandwiches?
- 4 He should buy a new computer.
- 5 You don't have to go.

## Look at the picture. Make sentences using appropriate modals.

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

### Suggested Answer Key

- He mustn't text while driving.  
 He has to stop the car.  
 He could/may/might cause an accident.  
 He has to put his phone away and concentrate on the road.  
 He should be arrested.  
 He has to obey the law.

## 4 **Aim** To present/practise modals

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

### Answer Key

- |                   |         |         |
|-------------------|---------|---------|
| 1 could           | 3 would | 5 Could |
| 2 weren't able to | 4 May   |         |

## 5 **Aim** To practise modals

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

### Answer Key

- |                  |          |                 |
|------------------|----------|-----------------|
| 1 Could          | 4 wasn't | 7 Shall I       |
| 2 can            | 5 Cab    | 8 don't have to |
| 3 're allowed to | 6 could  | 9 should        |

## 6 **Aim** To practise modals using personal examples

- Remind Ss to use the theory as a point of reference.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Suggested Answer Key

- 1 ... be home by 4:15 pm.
- 2 ... get an early night.
- 3 ... wash the dishes after dinner.
- 4 ... buy some batteries.

- 5 ... do my homework.
- 6 ... go to Tom's party.
- 7 ... buy a new smartphone.
- 8 ... ride a bike without safety wheels when I was five.
- 9 ... be late for school.
- 10 ... go to the cinema later.

## Create a class code that explains your needs, rules and responsibilities.

- Explain the task and give Ss time to complete it.
- Elicit answers from various groups around the class.

(Ss' own answers)

## 4c • Vocabulary

### 1 **Aim** To present vocabulary for computers

- Ask Ss to look at the pictures and match them to the words in the list.
- Play the recording for Ss to check their answers.

### Answer Key

- |                       |              |
|-----------------------|--------------|
| 1 speakers            | 7 keyboard   |
| 2 external hard drive | 8 mouse      |
| 3 webcam              | 9 scanner    |
| 4 screen              | 10 tower     |
| 5 USB stick           | 11 router    |
| 6 printer             | 12 earphones |

### 2 **Aim** To present/practise computer language

- Explain the task. Read through the list of words and explain/elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- |            |          |                   |
|------------|----------|-------------------|
| 1 connect  | 4 print  | 7 install, delete |
| 2 click on | 5 save   | 8 scan            |
| 3 stream   | 6 upload | 9 download        |

## 4d • Everyday English

### 1 **Aim** To predict the content of a dialogue

Ask Ss to read the first exchange and guess what is wrong with the tablet.

### Answer Key

It arrived damaged. Maybe the screen is cracked or it doesn't turn on.

# Module 4

## 2 **Aim** To show control of grammar and vocabulary

- Give Ss time to read the dialogue and complete the gaps.
- Play the recording. Ss check their answers.

### Answer Key

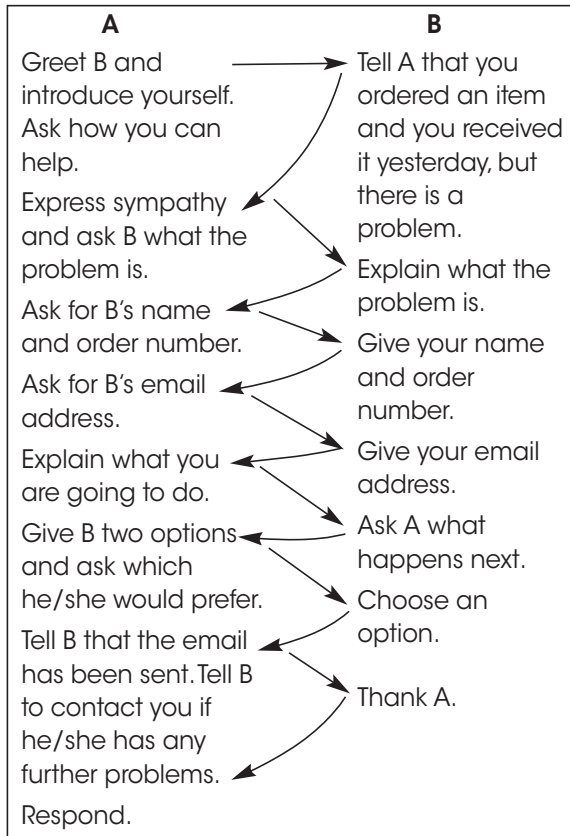
1 from 2 across 3 for 4 with 5 for

## 3 **Aim** To act out a dialogue

- Explain the task and give Ss time to read the dialogue in pairs.
- Ask a pair to read out the dialogue to the class.
- Write David's email address on the board (david\_finch2001@rapidnet.com) and go through how he says it again.

## 4 **Aim** To role-play a dialogue complaining about damaged goods

- Explain the situation.
- Tell Ss to use the dialogue in Ex. 2 as a model.
- Write the 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: Good morning. Customer Service. Betty speaking. How can I help you?

B: Hi. It's about a smartphone I ordered from you last week. It arrived yesterday, but it won't charge.

A: OK. We can sort that out for you sir. Can I have your name and order number, please?

B: Yeah. It's John Smith. The order number is 025896.

A: Can I have your email address as well?

B: Yes, it's j-o-h-n-s-m-i-t-h ninety-nine at acenet dot com.

A: Got it. What I'm going to do, sir, is email you a return slip. Print it out and send the smartphone back to us with the return slip.

B: OK. What happens then?

A: We can either exchange it for another one or give you a full refund. Which would you prefer?

B: Another smartphone, please.

A: OK then. The email has been sent, sir. If you have any further problems, just call us again.

B: Thank you so much. You've been a great help.

A: My pleasure.

## Intonation

### **Aim** To practise intonation in questions

- Read out the **Note** box and explain when we use rising/falling intonation.
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation.

## 4e • Grammar

### 1 **Aim** To present/practise the (to-) infinitive

- Go through the theory with Ss and explain the uses of the (to-) infinitive. Then read the cartoon.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

1 to take

4 to visit, join

2 to go, go

5 to come, pick

3 to send

6 to buy, to play



## 2 **Aim** To practise the (to-) infinitive

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

### Answer Key

- |           |          |           |
|-----------|----------|-----------|
| 1 to buy  | 3 pay    | 5 to buy  |
| 2 to chat | 4 borrow | 6 to meet |

## 3 **Aim** To practise the (to-) infinitive with personal examples

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

### Suggested Answer Key

- ... to go to France one day
- ... to save up for a tablet
- ... to do my chores before 7 pm
- ... to visit New York
- ... ride a bike
- ... tidy my room today
- ... go to the cinema later
- ... to study Robotics
- ... to pass all my exams

## 4 **Aim** To present the -ing form and practise the (to-) infinitive and the -ing form

- Go through the theory with Ss and explain the uses of the -ing form.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- |                      |                       |
|----------------------|-----------------------|
| 1 to go, to write    | 4 get, losing         |
| 2 to thank, working  | 5 getting, be able to |
| 3 shopping, spending | 6 show, doing         |

## 5 **Aim** To practise the (to-) infinitive and the -ing form

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

### Answer Key

- |             |           |           |
|-------------|-----------|-----------|
| 1 to buy    | 4 to come | 7 trying  |
| 2 listening | 5 help    | 8 to help |
| 3 to study  | 6 to chat |           |

## 6 **Aim** To practise the (to-) infinitive and the -ing form with personal examples

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

### Suggested Answer Key

- ... chatting online
- ... to visit Russia
- ... cooking to sewing
- ... going on holiday
- ... fishing at the weekend
- ... driving in the rush hour

### Game!

## **Aim** To practise the (to-) infinitive and the -ing form

- Ss take turns to continue the story.
- Remind Ss to use (to-) infinitive or -ing form after the verbs.

### Suggested Answer Key

*He hates going to crowded places, but he really wanted to see the exhibition. Sometimes he must accept that places will be busy. He likes doing experiments and learning about scientific topics. He began to get nervous when he saw the number of visitors that day, but he continued buying his ticket. He wanted to see the space exhibit and he asked someone to tell him where it was. He began to make his way there but then he needed to have a drink. He went to the café but it was busy too. He got a drink and went up to a girl sitting by herself at a table for two. "Can I sit here?" he asked. "Yes, you may sit here," she replied. They got talking and became friends and went to see the exhibition together. His confidence really improved that day.*

## 4f • Across Cultures

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

- Read out the question and elicit a variety of answers from Ss around the class.
- Play the recording. Ss listen and read to find out.

### Suggested Answer Key

*An invention is great if it saves time and money and makes something easier or helps people.*

# Module 4

The Talk helps people who are paralysed and the special sock helps people with Alzheimer's disease.

## 2 To read for detail

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

### Answer Key

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

- Then elicit explanations for the words in bold from Ss around the class.

### Suggested Answer Key

**master** (v) = to learn how to do sth well

**communicate** (v) = to give messages by speech or signals

**less** (determiner) = a smaller amount

**forget** (v) = to be unable to remember sth

**personal** (adj) = relating to a particular person

**steps** (v) = when sb puts his/her foot on a surface

**stay up** (phr. v) = to go to bed later than usual

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

## 3 To read for detail

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

### Answer Key

- 1 Arsh uses Morse Code in his invention.
  - 2 A device called the Talk to help paralysed people.
  - 3 They blow onto a sensor with their breath.
  - 4 Mostly older people get it.
  - 5 They could wear his invention when they are at home in bed.
- Play the video for Ss and elicit their comments.

## 4 To practise phrasal verbs with bring

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 out                      2 up                      3 about

## 5 To listen for specific information

- Explain the task and ask Ss to read the gapped table.
- Play the recording, twice if necessary. Ss listen and complete the table in their notebooks.
- Check Ss' answers.

### Answer Key

Name of person	Ann Makosinski
Age	15
Where from	Canada
Name of device	Hollow Flashlight
Who for	<b>people without</b> (access to) electricity
How it charges	<b>from the heat of the</b> (holder's) hand

## 6 To talk about a device

- Ask Ss to talk about the device in pairs using their answers in Ex. 5.
- Monitor the activity around the class and then ask some pairs to tell the class about the device.

### Suggested Answer Key

Ann Makosinski, a 15-year-old from Canada, invented the Hollow Flashlight. It helps people without access to electricity. It charges from the heat of the holder's hand.

## 7 To write a text about a new device/gadget

- Explain the task and give Ss time to consider their answers.
- Then give Ss time to write a short text about a new gadget/device.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

My device is a smartphone app that connects the doorbell of your house to your smartphone. It is for deaf people who can't hear their doorbell

ringing. When someone presses their doorbell, the person's smartphone vibrates and lights up to let them know. Then, they can answer the door.

## Culture Spot

Read out the box and then give Ss time to research online and collect information about a famous scientist from their country.

### Suggested Answer Key

George Constantinescu was a Romanian scientist, engineer and inventor. In his life, he registered over 130 inventions. He is most famous for his Theory of Sonics and this is used in hydraulic systems today.

## 4 • CLIL (PSHE)

### 1 a) To introduce the topic; to listen and read for gist

- Read out the questions and ask students to discuss them in groups.
- Play the recording. Ss listen and read the text.

### Suggested Answer Key

A: Cyberbullying is bullying that takes place online through social media or via text messages.

B: Yes, people say nasty things or make threats to others.

C: We can try to avoid it by only communicating online with people we know in real life.

A: We can also block anyone who tries to cyberbully us. etc.

### b) To recall information in a text / listening script

Ask various groups if any of their ideas were mentioned in the text.

### Suggested Answer Key

The text mentions blocking someone from contacting you.

### 2 To read for detail

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

### Answer Key

- 1 They use email, text, instant messages and social media.
- 2 59%
- 3 You can block them.
- 4 A cyberbully can lose their place on a sports team, have to leave school or get into trouble with the police.

- Then elicit explanations for the words in bold from Ss around the class.

### Suggested Answer Key

**take place** (phr v) = to happen

**instant messages** (n) = electronic messages that sb sends/receives straight away

**embarrass** (v) = to make sb feel ashamed

**experienced** (v) = went through the process of a feeling or event

**unkind** (adj) = being mean, cruel

**anxious** (adj) = worried

**suffer** (v) = to experience sth bad

**miserable** (adj) = very unhappy

**reply** (v) = to answer back

**share** (v) = to give out information about yourself to others

**trust** (v) = to have faith in sb/sth

**immediately** (adv) = straight away

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

### 3 **Think** To consolidate comprehension of a text

- Explain the task and give Ss time to consider their answers.
- Elicit answers from various students around the class.

### Suggested Answer Key

I learnt that 59% of American teens have experienced cyberbullying, that cyberbullying includes sharing photos without asking, that cyberbullies can get in trouble with the police and that cyberbullying is becoming more common.

I think the information in the text can help me because it tells me what to do and how to deal with cyberbullies if I need to.

## Module 4

### 4 **Aim** Think To prepare a leaflet

- Ask Ss to work in groups and give them time to research online for information about what we can do to protect ourselves from cyberbullies. Ss prepare a leaflet.
- Ask various Ss to present their leaflets to the class.

#### **Suggested Answer Key**

##### **What to do if you are being cyberbullied**

- *First, remember it is not your fault.*
- *Second, remember the bully is a sad person who attacks others to escape their own problems.*
- *The best way to deal with a cyberbully is to ignore them, block them and delete them from your contacts and social media accounts. This can prevent them from contacting you again.*
- *If the cyberbully threatens you in any way you should tell the police. Take screenshots of the bullying to show them. You can also report the cyberbully to their Internet service provider or to the admin of the social media site they are using.*
- *You should get support from your family and friends. Talk to a parent, a trusted friend, a teacher or other adult to get help.*
- *You should also take a break from social media and technology for a while to escape a cyberbully. Go out with your friends in real life and have some fun!*

#### **Prepare a poster to celebrate Anti-cyberbullying Day at your school.**

- Ask Ss to work in groups and give them time to prepare a poster to celebrate Anti-cyberbullying Day at school.
- Ask various Ss to present their posters to the class.

*(Ss' own answers)*

### 4 • Flash Time

#### 1 **Aim** To talk about smartphone etiquette; to personalise the topic

- Ask Ss to read the sentences and think about which ones apply to them and decide what this shows about how they use their smartphones.
- Elicit answers from various Ss around the class.

#### **Suggested Answer Key**

*Sentences 1, 2, 4, 6 and 7 apply to me. Sentences 3, 5, 8 and 9 don't apply to me. Sentence 10 applies to me sometimes – I think I probably send too many updates! I think this shows I am quite a responsible smartphone user, but maybe I use my phone too much.*

#### 2 **Aim** To create a podcast about the dos and don'ts of using smartphones

- Give Ss time to prepare a podcast using their answers to Ex. 1.
- Ask various Ss to present their podcasts to the class. The class evaluates them.

*(Ss' own answers)*

#### 3 **Aim** To give a presentation about the dos and don'ts of using smartphones

- Give Ss time to research online for more information about smartphone etiquette and prepare a presentation.
- Ask various Ss to give their presentations to the class.

#### **Suggested Answer Key**

*Hello, I'm Luca. Our smartphones are very useful and we all spend time on them every day. But it's important to remember a few rules of smartphone etiquette.*

*First, we should respond to texts and messages as soon as we read them. Second, before we send a message, we should read it. There can be spelling errors or other mistakes that can confuse the person we're sending it to! Also, we should always put our smartphones on silent mode when we are in restaurants and cafés.*

We shouldn't send texts or messages late at night. Some people sleep with their phones in their bedrooms because they use the alarm clock, and texting late at night can wake them up! We also shouldn't put loud or annoying sounds on our smartphones – not everyone wants to know when we get a message! Finally, we shouldn't use our smartphones in the library, in classrooms or during meals, as it distracts us and other people, and it is rude.

All in all, smartphones are a great invention, as long as we use them wisely.

Thank you for listening.

**4** **Aim** To complete sentences about the value of respect for yourself and others when online

- Give Ss time to read the sentences and complete them with the verbs in the list.
- Elicit answers from Ss around the class.

**Answer Key**

1 download 2 post 3 keep 4 be

**5** **Aim** To prepare a presentation on what we should/shouldn't do online

- Give Ss time to research for more information about what we should/shouldn't do online and prepare a presentation.
- Ask various Ss to give their presentation to the class.

(Ss' own answers)

**Progress Check 4**

- 1** 1 tapped 3 swiped 5 robot  
2 deleted 4 e-reader
- 2** 1 webcam 3 mouse 5 screen  
2 speakers 4 keyboard

**3** 1 under 2 out 3 by 4 on 5 up

**4** 1 to come 5 to learn  
2 uploading 6 going  
3 trying 7 to eat  
4 tell 8 to buy

**5** 1 have to 6 shouldn't  
2 had to 7 Could  
3 don't need to 8 Shall  
4 mustn't 9 was able to  
5 couldn't 10 might

**6** 1 11 3 pollution 5 500  
2 problems 4 printer

**7** Hi John,  
I hope you're OK. You asked me about what gadgets I have and what I use them for. Well, here goes. I have a smartphone and I use it to make calls, send text messages and go online. I also use it to take photos and upload them on social media. I use it every day for a few hours. I also have a computer at home and I use it to help me with my homework. Sometimes I use it to play computer games, too. How about you? What gadgets do you have?

Write back soon.

James

**8** 1 R 2 R 3 W 4 DS 5 W

**9** 1 e 2 a 3 c 4 b 5 d

**Competences**

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

# Module 5 Mother Earth

## Topic

In this module, Ss will explore the topics of global issues & solutions, the environment, and our natural world.

## Module page

78-79

**Lesson Objectives:** To get an overview of the module, to talk about global issues & solutions

**Vocabulary:** Global issues & solutions (*poverty, famine, nuclear waste, air pollution, resource depletion (over-consumption), water pollution, climate change, soil contamination, deforestation, endangered species, plant new trees, create new jobs, use public transport, recycle, put filters on factory chimneys, dispose of waste properly, use solar or wind energy, turn off unused electrical appliances, create conservation programmes, donate funds not just food*)

## 5a Reading

80-81

**Lesson Objectives:** To listen and read for gist, to read for detail (R/W/DS), to learn vocabulary for talking about the environment, to learn prepositional phrases, to talk about green landmarks, to design a green building, to write a short article about a green building in your country

**Vocabulary:** Verbs (*install, dim, estimate, treat*); Noun (*challenge*); Adjectives (*constant, sustainable, geothermal*); The environment (*affect, rising, become, damages, face, poisoning, preserve, melting*)

## 5b Grammar

82-83

**Lesson Objectives:** To learn relative pronouns/defining relative clauses, to learn *some/any/no every* & their compounds

## 5c Vocabulary

84

**Lesson Objectives:** To learn about our natural world, to talk about geographical features, to learn idioms

**Vocabulary:** Our natural world (*mountain, lake, coast, river, sea, ocean, valley, canyon, island, waterfall, desert, forest, beach, bay, park*); Idioms (*a drop in the ocean, not the only pebble on the beach*)

## 5d Everyday English

85

**Lesson Objectives:** To act out a dialogue buying something in a shop, to learn intonation in exclamations

## 5e Grammar

86-87

**Lesson Objectives:** To learn the passive, to change from active to passive

## 5f Across Cultures

88-89

**Lesson Objectives:** To read for gist, to read and complete an email (gap-fill), to act out a telephone conversation asking for and giving information, to learn phrasal verbs with *look*, to listen for specific information (multiple choice), to write an email asking for information

**Vocabulary:** Verbs (*conserve, excavate, monitor*); Nouns (*nest, hatchling, fundraising, enrolment, pack*); Phrase (*participation fee*)

## 5 CLIL (Geography)

90

**Lesson Objectives:** To read for gist, to read and complete a text (gap-fill), to prepare a presentation on coral reefs

**Vocabulary:** Verb (*infect*); Nouns (*substance, temperature, algae*); Adjective (*shallow*); Adverb (*globally*)

## Flash Time 5

91

**Lesson Objectives:** To make a poster advertising Environment Day at school, to give a presentation on what we can do to protect the environment, to explain quotations relating to the value of environmentalism, to draw a tree and write about environmentalism

## Progress Check 5

92-93

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

## What's in this module?

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

### 1 **Aim** To present vocabulary for global issues

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

### 2 **Aim** To talk about global issues & solutions

- Explain the task and read out the example.
- Ss make sentences following the example.
- Check Ss' answers.

#### **Suggested Answer Key**

*We can create new jobs to help solve (the problem of) poverty.*

*We can use public transport to help solve (the problem of) air pollution.*

*We can recycle to help solve (the problem of) resource depletion.*

*We can put filters on factory chimneys to help solve (the problem of) air pollution.*

*We can dispose of waste properly to help solve (the problems of) water pollution and soil contamination.*

*We can use solar or wind energy to help solve (the problem of) nuclear waste.*

*We can turn off unused electrical appliances to help solve (the problem of) resource depletion.*

*We can create conservation programmes to help solve (the problem of) endangered species.*

*We can donate funds not just food to help solve (the problem of) famine.*

## 5a • Reading

### 1 a) **Aim** To introduce the topic

- Ask Ss to look at the pictures. Elicit what Ss know about these buildings.
- Ask Ss to tell their partner and then ask Ss to tell the class.

#### **Suggested Answer Key**

*The first picture shows the Empire State Building. It is very tall and it is one of the most famous buildings in New York. I do not recognise the building in the second picture but it looks like a modern glass building.*

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

- Ask Ss to read the title and then elicit how it relates to the buildings.
- Play the recording. Ss listen to and read the text to find out.

#### **Suggested Answer Key**

*I think the title relates to the buildings because both of the buildings do not harm the environment. If something is 'green' it does not harm the environment and a landmark is a building which you can recognise easily.*

### 2 **Aim** To read for detail

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

#### **Answer Key**

1 R      2 W      3 DS      4 R      5 W

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

### 3 **Aim** To consolidate new vocabulary

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

#### **Answer Key**

1 become      4 melting      7 face  
2 rising      5 affect      8 preserve  
3 poisoning      6 damages

### 4 **Aim** To learn prepositional phrases

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

#### **Answer Key**

1 of      2 of      3 about      4 to

### 5 **Aim** **Think** To talk about green landmarks

- Ask Ss to talk in pairs about the green landmarks in Ex. 1 and tell each other what impressed them about each one.
- Then ask various Ss to tell the class.

# Module 5

## Suggested Answer Key

*I was impressed by the cost of the Empire State Building's makeover and the energy that the makeover will save. I was impressed by the Crystal because it is able to produce everything it needs without damaging the environment and because it collects, treats and recycles rainwater and black water in order to meet all its water needs.*

### 6 **Think** To design a green building

- Ask Ss to come up with ideas for a green building.
- Give Ss time to design a green building and then ask Ss to present it to the class.

## Suggested Answer Key

*My green building stands in the middle of a forest. It has got a lot of glass windows, so it is bright and warm during the day. It uses solar power to produce electricity for lights and heating at night. Its roof is the shape of an upside-down umbrella, so it can catch rainwater to use for drinking water. If everyone lives in these forest houses, the future will be very green!*

### 7 To write a short article about a green building in your country

- Read out the **Note** box and explain the task.
- Give Ss time to write their article following the plan.
- Check Ss' answers.
- Alternatively, assign the task as HW and check their answers in the next lesson.

## Suggested Answer Key

*The Globalworth Tower is a green building in Bucharest. It has 30 levels and covers 55,000 m<sup>2</sup>. It was built in 2016 by Globalworth Real Estate as an office block.*

*The building contains the offices of many well-known companies such as Ferrero, Huawei, Nestlé, and Vodafone. There is also a supermarket, a canteen, a coffee shop, restaurants and a flower shop in the building. There are 638 parking spaces below ground level.*

*The Globalworth Tower is a great example of a green building.*

## 5b • Grammar

### 1 To present and practise relative pronouns/defining relative clauses

- Ss close their books. Say, then write on board: *Linda is the woman **who/that** owns the florist's. The shop **which/that** is on the corner is the bakery. **That's** the man whose son works at the cinema.* Explain that the words in bold are relative pronouns and we use them to identify the noun in the main clause. Explain that we use *who/that* to refer to people, *which/that* to refer to objects or animals and *whose* to show possession.
- Explain that a defining relative clause is essential to the meaning of the sentence and cannot be omitted.
- Drill Ss around the class. Ss open their books and read the theory and the cartoon.
- Give Ss time to complete the task.
- Check Ss' answers.

## Answer Key

- |                     |                     |
|---------------------|---------------------|
| 1 <i>which/that</i> | 4 <i>who/that</i>   |
| 2 <i>which/that</i> | 5 <i>which/that</i> |
| 3 <i>whose</i>      | 6 <i>who/that</i>   |

### 2 To practise relative pronouns/defining relative clauses

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

## Answer Key

- 2 *That is the charity which helps endangered animals.*
- 3 *Last night, I met a girl whose mother is a well-known scientist.*
- 4 *The dog which has got big ears is my dog.*
- 5 *The girl who volunteers at our local charity is my cousin.*
- 6 *The charity event which took place in July was a huge success*

### 3 To practise relative pronouns/defining relative clauses

- Remind Ss to use the theory as a point of reference.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.



## Suggested Answer Key

- 1 The polar bear is an animal which/that lives in the Arctic.
- 2 Do you know anyone who/that works at the animal shelter?
- 3 A vet is someone who/that makes sick animals better.
- 4 This is the pet shop which/that I bought my dog from.
- 5 This is the boy whose gloves you found.

## 4 **Aim** To present and practise *some/any/no/every* & their compounds

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

### Answer Key

- 1 anywhere      3 no one      5 somewhere  
2 anything      4 anyone

## 5 **Aim** To practise *some/any/no/every* & their compounds

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

### Answer Key

- 1 something, Everyone      4 any, somewhere  
2 anything, any      5 anyone, everything  
3 anything, nothing

## "We must close all animal shelters." Have a class debate.

- Explain the task and split the class into two teams - for and against.
- Give Ss time to discuss the statement and think of ideas.
- Ask Ss from each team to give their point of view with reasons. Encourage all Ss to participate.
- If the class is very large, split it into smaller groups and have two or three debates.

(Ss' own answers)

## 5c • Vocabulary

### 1 **Aim** To present vocabulary for our natural world

- Ask Ss to read the words in the list and then look at the pictures and make a note of which ones they can see.

- Check Ss' answers.

### Answer Key

- 1 sea/ocean      4 island      7 lake  
2 river      5 desert      8 coast  
3 mountain      6 valley      9 canyon

## 2 **Aim** To prepare a poster about geographical features

- Elicit which of the geographical features in Ex. 1 there are in Romania.
- Ask Ss to work in groups and give them time to research online and collect information about geographical features in Romania and prepare a poster including pictures.
- Ask various groups to share their posters with the class.
- You can display the posters around the classroom.

### Suggested Answer Key

#### Geographical Features in Romania



Carpathian Mountains



The Danube River



Lake Razelm

- Read out the **Note** box.
- Elicit sentences using the idioms from Ss around the class and whether there are any similar idioms in Ss' L1.

### Suggested Answer Key

*One more person using public transport is a drop in the ocean, but if everyone does it, it can make a difference.*

*Don't be sad that you broke up with your girlfriend – she's not the only pebble on the beach.*

## 5d • Everyday English

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

- Play the recording. Ss listen and repeat chorally and/or individually.
- Correct their pronunciation and intonation if/when necessary.

# Module 5

## 2 **Aim** To listen and read for context

- Draw Ss' attention to the sentences in Ex. 1. Elicit what they think the dialogue is about, based on the sentences.
- Play the recording. Ss listen and read the dialogue to see if their guesses were correct.

### Answer Key

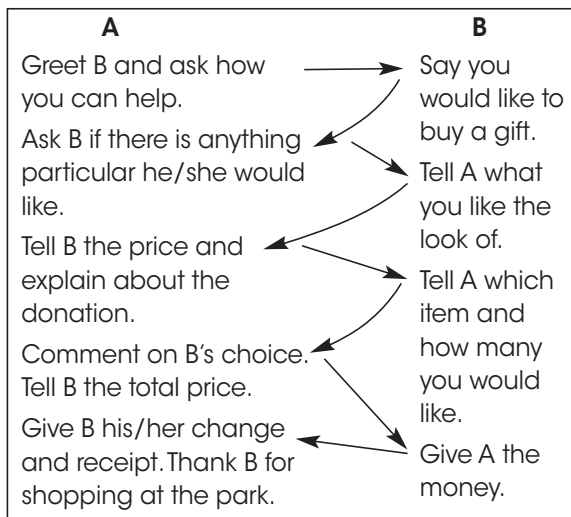
*I think the dialogue takes place in a gift shop in San Martinez Safari Park. A shop assistant is helping a customer who wants to buy something from the shop.*

## 3 **Aim** To act out a dialogue

- Ask Ss to take roles and act out the dialogue in closed pairs.
- Then ask some pairs to act out the dialogue in front of the class.
- Correct their pronunciation and intonation if/when necessary.

## 4 **Aim** To role-play a dialogue buying something in a shop

- Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Ex. 2.
- Tell Ss that they can use the pictures to help them complete the task.
- Tell Ss to use the dialogue in Ex.2 as a model.
- Write the diagram on the board for Ss to follow.



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

### Suggested Answer Key

A: *Hello, welcome to the San Martinez Safari Park. How can I help you?*

B: *Hi, I've just come from a safari tour of the park and I'd like to get something special for my son.*

A: *Is there anything in particular you would like?*

B: *I like the look of the animal t-shirts. How much are they?*

A: *They're £6 each and with every purchase you make, we donate half the proceeds to the San Martinez Wildlife Sanctuary to help care for sick or homeless animals.*

B: *That sounds like a great idea! I'll take two - one tiger t-shirt and one lion t-shirt, please.*

A: *What an excellent choice! That's £12 in total.*

B: *Here you are.*

A: *Here's your change and receipt. Thank you for shopping at San Martinez Safari Park.*

## Intonation

### **Aim** To practise intonation in exclamations

- Read out the **Note** box and explain how we use *so/such/what/how* in exclamations.
- Give Ss time to complete the sentences (1-6) and then check their answers.
- Then play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' intonation.

### Answer Key

- |                  |                 |              |
|------------------|-----------------|--------------|
| 1 <i>such a</i>  | 3 <i>such a</i> | 5 <i>so</i>  |
| 2 <i>What an</i> | 4 <i>What</i>   | 6 <i>How</i> |

## 5e • Grammar

### 1 **Aim** To present and practise the passive (present simple)

- Explain that a passive sentence gives emphasis to the action rather than the person who did it.
- Explain that to form the passive verb form we need the verb *to be* and the past participle of the main verb.
- Draw Ss' attention to the **Grammar** and the **Note** box.
- Ask Ss to read the theory and the cartoon.
- Explain the task and give Ss time to complete it.

## Answer Key

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

### 2 **Aim** To present and practise the passive (past simple)

- Remind Ss that to form the passive verb form we need the verb *to be* and the past participle of the main verb.
- Read out the theory and point out that in the past simple passive the verb *to be* is in the past simple.
- Give Ss time to complete the task and check their answers.

#### Answer Key

1 was produced                      4 was released  
2 was directed                      5 was awarded  
3 was edited

### 3 **Aim** To practise the passive

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

#### Answer Key

2 'Free Solo' was filmed in Yosemite National Park.  
3 The zoo was opened in 2015.  
4 Weather conditions are affected by global warming.  
5 The animal was taken to the shelter.  
6 Infectious diseases are caused by contaminated water.

### 4 **Aim** To present and practise the passive (present continuous, past continuous, future simple, present perfect, past perfect, modal verbs) and changing from active to passive

- Remind Ss that to form the passive verb form we need the verb *to be* and the past participle of the main verb.
- Read out the theory and draw Ss' attention to the verb forms in bold. Elicit/Explain that these forms are in the passive. Elicit form (*to be* + past participle of the main verb).
- Write on the board: *The BBC makes fantastic wildlife documentaries.* (Active) Elicit which is the subject (*The BBC*), the verb (*makes*) and the object (*wildlife documentaries*). Show Ss how the sentence structure changes if we

start the sentence with the object of the active sentence as the subject. *Fantastic wildlife documentaries are made by the BBC.*

- Explain that when we change an active sentence to a passive one, the object of the active sentence becomes the subject of the passive sentence and the subject of the active sentence becomes the agent of the passive sentence. Draw Ss' attention to the **Note** box and explain that we introduce the agent with *by* + person or *with* + instrument/material/ingredient. The active verb remains in the same tense, but changes into a passive form.
- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

1 have 2 can 3 will 4 had

### 5 **Aim** To practise the agent or instrument/material/ingredient of the passive

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

#### Answer Key

1 with 2 by 3 with 4 by

### 6 **Aim** To practise the passive with news headlines

- Ask Ss to read the headlines.
- Then give Ss time to expand them into full sentences using the correct passive tense.
- Remind Ss to look for the time word that will help them decide on the correct tense.
- Check Ss' answers.

#### Answer Key

1 Thousands of homes were destroyed by a hurricane in India last month.  
2 Free Solo was given great reviews by critics last week.  
3 The reserve is visited by 200,000 people each year.  
4 Clean-up days are organised every month.

#### Collect information about how recycled paper is made.

- Give Ss time to research online and collect information about how paper is recycled and prepare a presentation using the passive.

# Module 5

- Ask various groups to give their presentation to the class.
- Tell Ss that they can also create a podcast if they like.

### Suggested Answer Key

*Good morning. Today, I'm going to talk about how paper is recycled. We should all recycle, shouldn't we? It's so easy!*

*First of all, the paper is collected from recycling bins around the town or city and it is brought to the nearest recycling centre. Here it is sorted into types. Any paper that is very dirty with food or chemicals cannot be recycled and is thrown away. Then the paper is sent to the paper mill. It is chopped up into small pieces and put into large vats filled with water and chemicals. Then a large machine forces the mushy paper called pulp through a screen to remove small pieces of dirt or glue. The pulp is spun and de-inked and then it is beaten. After that, the paper is bleached to remove any colour.*

*Then the pulp is mixed with water and sprayed onto a flat screen to make the fibers bond together into sheets of paper again. The sheets go through rollers and the water is squeezed out and then the sheets are dried by heated metal rollers. When dry, the machine makes the giant sheets of paper into a roll.*

*That is how recycled paper is made. I hope you found it interesting. Thanks for listening and remember ... recycle!*

## 5f • Across Cultures

### 1 **Aim** To read for gist

Ask Ss to read the advert and then elicit where you could read it and what it is about.

#### Answer Key

*You could read this advert on a website or in a travel/nature magazine. It is about volunteering opportunities with the Turtle Rescue Centre in Zakynthos, Greece.*

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

### 2 **Aim** To read and complete an email

- Ask Ss to read the phrases (A-E) and then give Ss time to read the text and choose the correct phrase for each gap.
- Play the recording. Ss listen for confirmation.
- Check Ss' answers.

#### Answer Key

1 C                      2 E                      3 B

### 3 **Aim** To match formal and informal sentences

- Explain the task and give Ss time to read the informal sentences and then read the email again and complete the task.
- Check Ss' answers.

#### Answer Key

- 1 I am writing with regard to your advertisement about...
- 2 I would appreciate it if you could send us further information.
- 3 Are there places available for these days?
- 4 We would also like to know what kind of accommodation you provide.
- 5 ... how much exactly will the participation fees be?
- 6 We are looking forward to your reply.
- 7 Yours faithfully,

### 4 **Aim** To act out a telephone conversation asking for and giving information

- Explain the task and ask Ss to work in pairs and act out a conversation following the instructions and continuing on from the example beginning.
- Monitor the activity around the class and then ask some pairs to act out their conversation in front of the class.

#### Suggested Answer Key

**Secretary:** Turtle Rescue Centre. How may I help you?

**Thomas:** Hello, my name is Thomas and my family and I are interested in volunteering at the centre and I am calling to ask for some more information.

**Secretary:** Certainly. What would you like to know?

**Thomas:** We are a family of four – two adults aged 40 and my sister and I aged 10 and 17 respectively. We are interested in volunteering

from 15th June to 15th July. What is the availability for these days?

**Secretary:** Let me see. Yes, we have enough places for you for those dates.

**Thomas:** Good. We would also like to know what kind of accommodation is provided. We would like to stay together.

**Secretary:** Accommodation is provided in flats for up to five people.

**Thomas:** And are there any kitchen facilities? We would like to cook our own meals.

**Secretary:** Yes, each flat has a kitchen and there are shops nearby.

**Thomas:** That's good. Lastly, how much exactly will participation fees be?

**Secretary:** For one month, the cost is £500 per person.

**Thomas:** Are there any special prices for families with children?

**Secretary:** Yes, for children under the age of 16 the cost is £300. This means that the total cost for your family would be £1,800.

**Thomas:** Thank you very much. I will discuss this with my family and we will contact you again shortly.

**Secretary:** You're welcome. Goodbye.

## 5 To practise phrasal verbs with look

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 for                      2 after                      3 through

## 6 To listen for specific information

- Explain the task and ask Ss to read the questions and answer choices and elicit what the dialogue is about.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

### Answer Key

The dialogue is a conversation between Tom and Steve about environmental problems and what they can do to help.

1 C                      2 B                      3 A

## 7 To write an email asking for information

- Explain the task and give Ss time to write an email asking for information about the clean-up day in the advert.
- Tell Ss to follow the plan and use the ideas in Ex. 6 to help them.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

Dear Sir/Madam,

I am writing with regard to your advertisement about the clean-up day on Saturday 20th May. I would appreciate it if you could answer some questions.

First, is there an age limit for participation? Second, I would also like to know which entrance of the park the meeting place is closest to. Finally, I would appreciate it you could tell me if we have to pay for the refreshments and snacks.

Thank you for your attention. I am looking forward to your reply.

Yours faithfully,

Samantha Beck

### Culture Spot

Read out the box and then give Ss time to research online and find an animal welfare charity in their country. Ask Ss to present it to the class.

### Suggested Answer Key

A similar charity to the RSPCA is the RAR in Romania. It rescues homeless cats and dogs. It looks after them, gives them medical care and tries to find new owners for them. It also provides veterinary training for vets and education for the public.

## 5 • CLIL (Geography)

### 1 To introduce the topic and read for gist

- Elicit what, if anything, Ss know about coral reefs and why they are called 'underwater Amazons'.
- Then give Ss time to read the text and find out.
- Check Ss' answers.

### Suggested Answer Key

Coral reefs are called 'underwater Amazons' because they are full of life and very important to our planet.

# Module 5

## 2 **Aim** To read and complete a text

- Ask Ss to read the text again and think of an appropriate word for each gap and write them in their notebooks.
- Draw Ss' attention to the underlined words/phrases in the text. Elicit Ss' explanation using L1 when necessary.
- Check Ss' answers.

### Answer Key

1 by	6 from	11 which/that
2 types	7 more	12 it
3 and	8 there	13 do
4 are	9 makes	14 too
5 ago	10 second	15 not

### Suggested Answer Key

**stone-like** (adj) = sth that looks like stone

**sea creatures** (n) = any living thing in the ocean/sea

**variety** (n) = many different types of things

**formed** (v) = came together and made a particular shape

**molluscs** (n) = animals that have a soft body; they usually live in water

**crustaceans** (n) = various types of animals that live in water and have a hard shell

**undiscovered species** (phr) = living organisms that aren't found yet

**delicate balance** (phr) = easily disturbed state of things existing in relation to each other

**encouraging** (adj) = making it easy for sth to happen

**steals sunlight from** (phr) = takes the light from the sun from another organism

**natural cleaners** (phr) = things in nature which clean up the environment in which they exist

**everyone benefits** (phr) = everyone learns and is helped in some way

**dying out altogether** (phr) = when things finally stop existing

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

## 3 **Aim** To consolidate new vocabulary and comprehension of a text

- Play the recording. Ss listen and take notes and then, in pairs, they discuss the importance

of coral reefs, the threats to them and how we can help.

- Monitor the activity around the class and then ask some pairs to tell the class.

### Suggested Answer Key

A: Coral reefs are huge 'buildings' in tropical seas. They are made by tiny creatures called polyps.

B: That's right. These create a stone-like material called coral, and lots of it together makes a reef.

A: Yes. These reefs are very important because these are home to so much sea life. And there are probably new species there that we haven't discovered yet.

B: Unfortunately, rising ocean temperatures and water pollution are destroying the reefs.

A: Yes, but people can join a reef conservation organisation to help save coral reefs from dying out.

## 4 **Aim** To prepare a presentation on coral reefs

- Explain the task and give Ss time to research online and collect more information about coral reefs and prepare a presentation.
- Ask various groups to give their presentation to the class.

### Suggested Answer Key

Imagine a block of flats with a million people living in it who are constantly making it bigger. That's like a coral reef. Coral reefs are huge 'buildings' in tropical seas. They are made by tiny creatures called polyps, who create a stone-like material called coral. Lots of it together makes a reef.

These reefs are very important because these are home to so much sea life. There are probably new species there that we haven't discovered yet. They are also very beautiful, and many divers visit every year.

Sadly, rising ocean temperatures and water pollution are destroying the reefs. This is because the polyps depend on a warm, sunlit environment, and even small changes can have a great effect. But we can help. Firstly, if you visit a reef, don't touch the coral! You'll kill it! Those who want to help a bit more can join a reef conservation organisation.

*It's not too late to save our coral reefs! Let's do something today!*

## 5 • Flash Time

### 1 **Aim** To introduce the topic

- Ask Ss to look at the picture and think about what it means.
- Elicit answers from various Ss around the class.

#### **Suggested Answer Key**

*I think the picture refers to global warming, and the fact that climate change is drying our planet. It tells us to stop causing this problem.*

### 2 **Aim** To talk about protecting the environment

Explain the task and then ask various Ss to tell the class their ideas for protecting the places in the list.

#### **Suggested Answer Key**

*Rivers need protection from waste from factories or from our towns and cities and from fertilisers and pesticides that go on crops and end up in rivers. We should stop water from factories going into rivers and we should stop farmers from using harmful chemicals. We should also clean up any pollution from rivers to allow animals and plants to live there again.*

*Our oceans are rising due to the melting ice caps and they are getting warmer because of global warming. The only way to stop this is for all countries to reduce their use of fossil fuels like oil and gas and switch to renewables like solar and wind energy.*

### 3 **Aim** To prepare a poster and a podcast about Environment Day at your school

- Give Ss time to prepare a poster advertising Environment Day at their school including ideas of how to celebrate it. Then Ss can also prepare a podcast to advertise the event.
- Ask various Ss to present their posters/ podcasts to the class.

### **Suggested Answer Key**

*ENVIRONMENT DAY*

*5th JUNE At High School #1*

*Come and have fun while helping to protect the environment!*

*Get tips on green living*

*Attend workshops by local wildlife groups*

*Watch a presentation on climate change*

*Guest speaker Professor Green*

*Plus lots more*

*Food & drinks available*

*All proceeds will go to wildlife charities*

*Starts at 3 pm*

*Don't miss it!*

*(Ss' own answers)*

### 4 **Aim** To give a presentation on what we can do to protect the environment

- Ask Ss to work in groups and give them time to research online for more information about what we can do to protect the environment and prepare a presentation.
- Ask various Ss to give their presentations to the class.

#### **Suggested Answer Key**

*Good morning. Today, I want to talk about all the ways we can protect the environment.*

*At home, we can use less water by having showers instead of baths or turning off the tap when we brush our teeth. To save electricity, we can turn off the lights when we leave a room, and switch off all electrical devices that are on standby. We shouldn't waste food, either. We should only buy as much as we need, and use fruit and vegetable peelings to make compost.*

*In town, we should walk or ride our bikes instead of driving everywhere. We could also organise special events to plant trees and pick up litter. At school, we can use energy-efficient light bulbs and grow our own fruit and vegetables in a school greenhouse.*

*So, there you are. There are so many ways for us to protect the environment. The good news is that we can start right here, right now. OK. Are there any questions? [...] Thanks for listening.*

# Module 5

## 5 **Aim** To explain quotations relating to the value of environmentalism

- Give Ss time to read the quotations and think about what they mean.
- Then ask various Ss to share their ideas with the class.

### **Suggested Answer Key**

The quote by Albert Einstein asks us to search for answers in nature. This is important, because sometimes nature is seen as an enemy to beat. The quote by Gerard De Nerval asks us to treasure every flower just as we treasure our own souls. That's how important even little plants are.

## 6 **Aim** To draw a tree and write about the environment

- Give Ss time to draw a tree and write a few words about the environment on its leaves and branches. Ss may use quotations if they want.
- Display the trees around the classroom.



**Find videos related to Environment Day celebrations. Prepare your video clip for the class blog.**

- Ask Ss to work in groups and give them time to research online for videos related to Environment Day celebrations.
- Then Ss prepare a video clip for the class blog.

(Ss' own answers)

## Progress Check 5

- 1 1 deforestation 4 over-consumption  
2 resource depletion 5 air  
3 endangered species

- 2 1 mountain 3 river 5 waterfall  
2 bay 4 desert

- 3 1 of 3 about 5 to  
2 for 4 after

- 4 1 whose 3 nothing 5 someone  
2 everywhere 4 which

- 5 1 The building was designed by a famous architect.  
2 The forest is visited by millions of people every year.  
3 The doors of the zoo were opened at 9 am.  
4 'The Beekeeper and his Son' was directed by Diedie Weng.  
5 Thousands of trees are cut down every week.

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

- 7 1 W 2 DS 3 R 4 DS 5 R

- 8 1 d 2 c 3 b 4 e 5 a

- 9 Dear Sir/Madam,

I am writing with regard to your advertisement for volunteers in Thailand to help the elephants there. I am interested in participating, but I would appreciate it if you could answer some questions. First, could you tell me what accommodation there is for volunteers? Also, does the organisation provide all the food? Finally, can volunteers choose which two weeks they will visit Thailand? Thank you for your attention. I am looking forward to your reply.

Yours faithfully,  
Lee Breck

### **Competences**

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



# Travel the world **Module 6**

## Topic

In this module, Ss will explore the topics of weather, holiday accommodation, and means of transport.

## Module page

94-95

**Lesson Objectives:** To get an overview of the module, to read for cohesion and coherence, to present places with extreme weather

**Vocabulary:** Weather (*blow, shine, pour, drop, freeze, rain, reach*)

## 6a Reading

96-97

**Lesson Objectives:** To listen and read for gist, to read for specific information (multiple choice), to learn prepositional phrases, to talk about a holiday destination, to write an advert for a holiday destination

**Vocabulary:** Holiday accommodation (*hotel, cabin, youth hostel, campsite, half board, full board, self-catering, all-inclusive*); Verbs (*cheat, lasso*); Nouns (*freebie, publicity, ranch, the Wild West, teepee, archery, cactus, canyon, rodeo*); Phrases (*on horseback, trick riding, be a piece of cake*)

## 6b Grammar

98-99

**Lesson Objectives:** To learn the comparative and superlative

## 6c Vocabulary

100

**Lesson Objectives:** To learn means of transport and places related to means of transport, to compare means of transport

**Vocabulary:** Means of transport (*bus, taxi, car, lorry, scooter, motorbike, bicycle, plane, train, tram, helicopter, ferry*); Places related to means of transport (*motorway, train station, bus station, port, airport*)

## 6d Everyday English

101

**Lesson Objectives:** To act out a dialogue buying a bus ticket, to learn the intonation in question tags

## 6e Grammar

102-103

**Lesson Objectives:** To learn reported speech

## 6f Across Cultures

104-105

**Lesson Objectives:** To listen and read for gist, to read for key information (multiple matching), to learn phrasal verbs with *work*, to listen for specific information (gap-fill), to talk about car-free destinations, to write an email about a holiday experience

**Vocabulary:** Verbs (*wander, ban*); Phrasal verb (*work sth out*); Nouns (*alleyway, islander, regret*)

## 6 CLIL (Literature)

106

**Lesson Objectives:** To read for specific information, to listen and read for cohesion and coherence, to describe an imaginary situation, to write a summary of a novel

**Vocabulary:** Verbs (*shipwrecked, chase, race*); Nouns (*desert island, footprint, shelter*)

## Flash Time 6

107

**Lesson Objectives:** To create a brochure of a place of natural beauty in your country, to give a presentation on a place of natural beauty in your country, to talk about the value of responsibility, to prepare a video about being a responsible traveller

## Progress Check 6

108-109

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

# 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 unit will cover.

### 1 **Aim** To present vocabulary for weather; to read for cohesion and coherence

- Elicit what the webpage is about. (*weather conditions in America*)
- Ask Ss to read the texts and complete the gaps with the words in the list.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

1 *dropped*      4 *rained*      7 *poured*  
2 *froze*          5 *shines*  
3 *reached*      6 *blew*

- Play the video for Ss and elicit their comments.

### 2 **Aim** To understand words related to weather; to classify words

- Ask Ss to write the headings *good weather conditions* and *bad weather conditions* in their notebooks and then give Ss time to read the texts again and classify all the words relating to weather under the headings.
- Check Ss' answers on the board.

#### Suggested Answer Key

**Good weather conditions:** *hottest temperature, reached a roasting 54°C, hot, sunniest, sun shines 90% of the time, dry, sunshine every day, gentle breeze*

**Bad weather conditions:** *lowest temperatures, dropped to -62.1°C, breath froze, below zero, rained, 84 mm of rainfall, rain, fluffy cloud, wind blow at 372 km/h, windiest place, hurricane, violent strong winds, wettest state, wettest place, average rainfall of 10,272 mm, poured with rain, wet*

### 3 **Aim** To develop research skills; to present places with extreme weather

- Ask Ss to work in pairs or small groups and give them time to research online and find out information about places with extreme weather and prepare a presentation.
- Ask various Ss to present the places to the class.

## Suggested Answer Key

### Oymyakon

*In 1933, temperatures in Oymyakon in Russia dropped to -67.7°C! This was the coldest temperature ever recorded in an inhabited place on Earth.*

### Cherrapunji

*Between 1st August, 1860 and 31st July, 1861, Cherrapunji in India received the heaviest amount of rain ever recorded in a 12-month period. Amazingly, it got 1,041.8 inches of rainfall.*

## 6a • Reading

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

- Ask Ss to read the title and look at the pictures.
- Then elicit their guesses as to what activities visitors can do in such a place.
- Play the recording. Ss listen and read and find out.

#### Answer Key

*Visitors can camp in a tepee, do archery, go on horseback, and watch a rodeo at this place. They can also have a go on a mechanical bull.*

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

- Explain the task and have Ss read the questions and answer choices.
- Give Ss time to read the text again and complete the task. Point out that the last question is answered by considering the text as a whole.
- Check Ss' answers.

#### Answer Key

1 A      2 B      3 C      4 A

- Then elicit explanations for the words in bold from Ss around the class.

#### Suggested Answer Key

**mention** (v) = to speak/write about sth briefly

**fan** (n) = an admirer

**glamorous** (adj) = attractive because it is decorative

**luxury** (adj) = giving a lot of comfort

**loads** (pl n) = lots

**managed** (v) = did sth difficult

**skills** (pl n) = abilities

**lasted** (v) = continued for a certain length of time

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

### 3 **Aim** Think To develop critical thinking skills; to express an opinion

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

#### **Suggested Answer Key**

*I think that people go on holidays like this one because they want to enjoy activities that they wouldn't get a chance to do in their everyday lives.*

### 4 **Aim** To present vocabulary for holiday accommodation

- Ask Ss to read the webpage and fill in the gaps (1-8) with the words in the list.
- Explain/Elicit the meanings of any unknown words and give Ss time to complete the task.
- Check Ss' answers.

#### **Answer Key**

- |                        |                        |
|------------------------|------------------------|
| 1 <i>campsite</i>      | 5 <i>all-inclusive</i> |
| 2 <i>cabin</i>         | 6 <i>youth hostel</i>  |
| 3 <i>self-catering</i> | 7 <i>half board</i>    |
| 4 <i>hotel</i>         | 8 <i>full board</i>    |

### 5 **Aim** To learn prepositional phrases

- Ask Ss to read the sentences and choose the correct prepositions. Check Ss' answers around the class.
- Then have Ss answer the questions about themselves.

#### **Answer Key**

- |             |             |             |
|-------------|-------------|-------------|
| 1 <i>by</i> | 3 <i>in</i> | 5 <i>of</i> |
| 2 <i>on</i> | 4 <i>of</i> | 6 <i>on</i> |

#### **Suggested Answer Key**

- Yes, I do.*
- I usually go to Crete, Greece.*
- Yes, I have.*
- No, I'm not.*
- The highlight of my last holiday was swimming with dolphins.*
- Yes, I have.*

### 6 **Aim** To talk about holiday accommodation; to express a preference

- Explain the task and ask two Ss to read out the example.
- Explain/Elicit the meanings of any unknown adjectives.
- Then ask Ss to discuss the holiday accommodation in pairs and express a preference following the example and using the useful language in the box.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

#### **Suggested Answer Key**

*A: Which do you prefer, a hostel or a B&B?*

*B: I'd rather stay in a B&B because I think it would be more relaxing. What about you?*

*A: I'd like to stay in a hostel because it would be more fun.*

### 7 **Aim** To present a holiday destination in one's country

- Explain the task and ask Ss to work in small groups and make notes about a holiday destination in their country under the headings provided.
- Give Ss time to complete the task and then ask various Ss to present their holiday destination to the class.

#### **Suggested Answer Key**

*place: Prahova Valley*

*location: at the foot of the Bucegi Mountains*

*accommodation: hotels, cabins*

*activities: hiking, walking, biking, skiing, off-roading, ride a cable car, visit Dracula's Castle, visit Peles Castle*

*cost: around £400 per person for one week*

*A famous holiday destination in my country is Prahova Valley at the foot of the Bucegi Mountains. It's very popular with tourists from Romania and abroad. There are lots of hotels to stay in as well as cabins. You can go hiking, walking, biking, skiing, mountain climbing and off-roading. You can also ride a cable car. History lovers can visit Dracula's Castle and Peles Castle. Prahova Valley is a cheap destination, too. A week's accommodation there for one person would cost around £400 per person.*

# Module 6

## **Aim** Think To summarise a text through pictures

- Explain the task and ask Ss to work in small groups and present the main features of the blog entry on p. 96 in a picture album entitled *At the Ranch*.
- Give Ss time to complete the task and then ask various Ss to present their picture album to the class.

### Suggested Answer Key

#### At the Ranch



Stay in a luxury tepee with a king-size bed.



Go horse riding.



Try archery.



Watch cowboys and cowgirls show off their rodeo skills.

## 6b • Grammar

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

- Ss' books closed. Explain that we use the comparative form to compare two people, things, places, etc. We usually use *than* with comparative adjectives (e.g. *Julie is shorter than John.*).
- Explain that with one-syllable and two-syllable adjectives, we form the comparative by adding *-er* (*clean - cleaner*). Tell Ss that with adjectives of more than two syllables, we form the comparative with *more* (*exciting - more exciting*). Explain that with some two-syllable adjectives, such as *clever, narrow, gentle, friendly* etc, we form the comparative either with *-er* or with *more* (e.g. *gentle - gentler* or *gentle - more gentle*).
- Explain that with one-syllable adjectives ending in *-e*, we add *-r* in the comparative form (e.g. *nice - nicer*).
- Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-er*. (e.g. *hot - hotter*).
- Explain that with two-syllable adjectives ending in *-y* or *-ly*, we change the *-y* to *-i* and add *-er*. (e.g. *friendly - friendlier*).

- Explain that we use (*not*) *as + adjective + as* to compare two people/things. (e.g. *This house is as big as hers. He isn't as rich as his cousin.*)
- Ss' books open. Go through the theory with Ss and drill Ss around the class by giving them adjectives and asking for the comparative form.
- Then ask Ss to read the cartoon.
- Give Ss time to write the comparative forms and then check their answers.

### Answer Key

- |                   |                 |
|-------------------|-----------------|
| 2 more attractive | 8 easier        |
| 3 larger          | 9 worse         |
| 4 thinner         | 10 better       |
| 5 smaller         | 11 less         |
| 6 heavier         | 12 more careful |
| 7 more beautiful  |                 |

### 2 **Aim** To practise the comparative

- Explain the task, read out the example and give Ss time to complete it.
- Then check their answers.

### Answer Key

- The museum is larger than the gallery.*
- The stadium is bigger than the post office.*
- The Eiffel Tower is heavier than the Statue of Liberty.*
- The museum tickets are cheaper than the art gallery tickets.*

### 3 **Aim** To practise the comparative

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

### Answer Key

- |          |          |          |
|----------|----------|----------|
| 1 colder | 3 as     | 5 enough |
| 2 enough | 4 busier | 6 too    |

### 4 **Aim** Think To practise the comparative with personal examples

- Explain the task, read out the example and give Ss time to complete it.
- Then check their answers.

### Suggested Answer Key

*Constanta is more beautiful than Bucharest. For most things, Constanta is as expensive as Bucharest. Eating out is cheaper in Bucharest,*

though. Bucharest is more exciting than Constanta because there are more activities to do there. It's also more popular than Constanta with tourists. Bucharest is busier than Constanta because it has a larger population. Bucharest is as cold as Constanta.

## 5 **Aim** To present and practise the superlative

- Ss' books closed. Explain that we use the superlative form to compare one person, thing, etc. with an entire group (e.g. *Derek is the shortest boy in the class.*).
- Explain that with one-syllable and two-syllable adjectives, we form the superlative by adding *-est* (e.g. *clean - the cleanest*). Tell Ss that with adjectives of more than two syllables, we form the superlative with *the most*. (e.g. *exciting - the most exciting*).
- Explain that with some two-syllable adjectives, such as *clever, narrow, gentle, friendly* etc, we form the superlative either with *-est* or with *the most* (e.g. *gentle - gentlest* or *the most gentle*).
- Explain that with one-syllable adjectives ending in *-e*, we add *-st* in the superlative form (e.g. *nice - the nicest*).
- Explain that with one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-est*. (e.g. *hot - the hottest*).
- Explain that with two-syllable adjectives ending in *-y* or *-ly*, we change the *-y* to *-i* and add *-est*. (e.g. *friendly - the friendliest*).
- Ss' books open. Go through the table with Ss and drill Ss around the class by giving them adjectives and asking for the superlative form.
- Then ask Ss to read the cartoon.
- Give Ss time to write the superlative forms following the example and then check their answers.

### Answer Key

- |                               |                           |
|-------------------------------|---------------------------|
| 2 <i>the most</i>             | 8 <i>the busiest</i>      |
| 3 <i>the best</i>             | 9 <i>the worst</i>        |
| 4 <i>the most interesting</i> | 10 <i>the coldest</i>     |
| 5 <i>the hottest</i>          | 11 <i>the most famous</i> |
| 6 <i>the noisiest</i>         | 12 <i>the saddest</i>     |
| 7 <i>the cheapest</i>         |                           |

## 6 **Aim** To practise the superlative

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

### Answer Key

- |                              |                             |
|------------------------------|-----------------------------|
| 1 <i>the most impressive</i> | 5 <i>the smallest</i>       |
| 2 <i>the most exciting</i>   | 6 <i>the most popular</i>   |
| 3 <i>the longest</i>         | 7 <i>the driest</i>         |
| 4 <i>the biggest</i>         | 8 <i>the most dangerous</i> |

## 7 **Aim** To practise superlative with personal examples

- Explain the task, read out the example and give Ss time to complete it.
- Then check their answers.

### Suggested Answer Key

*The biggest park in Bucharest is Herăstrău Park. The best place to hang out in Bucharest is in Lipscani District. The most crowded area in Bucharest is probably Lipscani Street - the main shopping street in the city. The busiest shop in Bucharest is probably Romanian Boutique because lots of tourists go there for souvenirs. The most expensive place to eat in Bucharest is probably a restaurant called Savart.*

## 6c • Vocabulary

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

- Ask Ss to read the words in the list and then look at the pictures and match them.
- Check Ss' answers.

### Answer Key

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

### 2 **Aim** To identify means of transport

- Ask Ss which means of transport they can see in the pictures.
- Read out the **Note** box and explain when we use each preposition. Tell Ss that *motorway* is an exception and we use *on* with it.

### Suggested Answer Key

- 1 *I can see two cars on the motorway.*
- 2 *I can see a train at the train station.*

# Module 6

- 3 I can see a bus at the bus station.
- 4 I can see a ferry at the port.
- 5 I can see a plane at the airport.

### 3 **Aim** To compare means of transport

- Read out the adjectives in the list and explain/ elicit their meanings.
- Explain the task and read out the example.
- Give Ss time to complete the task
- Check Ss' answers around the class.

#### **Suggested Answer Key**

*Planes are more expensive than trains.  
Motorbikes are more dangerous than cars.  
Trains are cheaper than planes.  
Travelling by bus is more tiring than travelling by taxi.  
Taxis are more comfortable than bikes.  
Trams are safer than motorbikes.  
Taxis are more convenient than buses.*

### 6d • Everyday English

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

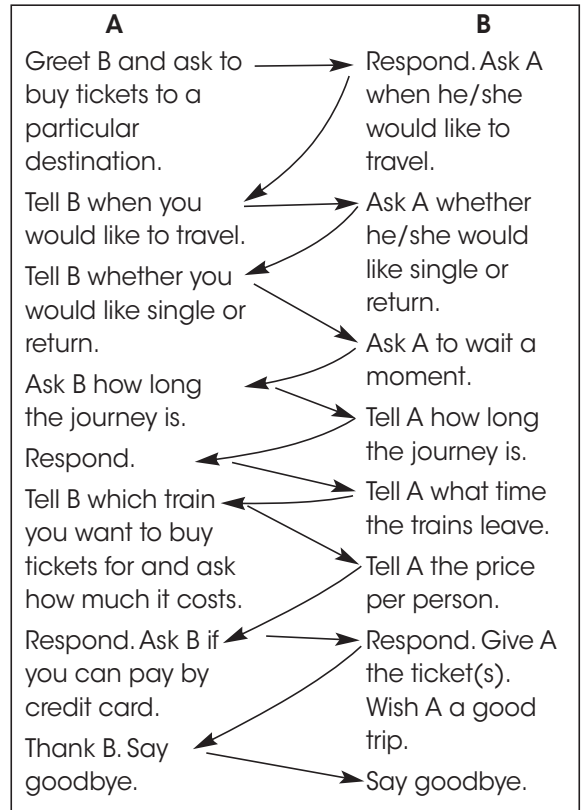
- Play the recording. Ss listen and read the dialogue.
- Elicit where Susan is going and how much the tickets are.

#### **Answer Key**

*Susan is going to Bath. The tickets cost £10.*

#### 2 **Aim** To role-play a dialogue buying a bus ticket

- Explain the situation and ask Ss to take roles in pairs and act out a similar dialogue to the one in Ex. 1.
- Tell Ss that they can use the information in the table to help them complete the task.
- Tell Ss to use the dialogue in Ex.1 as a model.
- Write the diagram on the board for Ss to follow.



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

#### **Suggested Answer Key**

*A: Hello, I'd like to buy two tickets to York, please.  
B: Certainly. When do you want to travel?  
A: On Tuesday morning.  
B: Right. Will that be single or return?  
A: Single, please.  
B: OK. Could you please wait a moment?  
A: How long is the journey?  
B: It's about 1 hour and 50 minutes.  
A: That's not too bad!  
B: OK. Here we are. There are trains leaving at 9:00, 12:00, 13:15 and 16:30.  
A: I'll take the 16:30. How much is it?  
B: It costs £30 for each person.  
A: Great. Can I pay by credit card?  
B: Of course. Here are your tickets. Have a good trip.  
A: Thank you. Goodbye.  
B: Goodbye.*

## Intonation

### **Aim** To practise intonation in question tags

- Explain that question tags are short questions at the end of statements to confirm sth or to find out if sth is true. We form question tags with the auxiliary or modal verb of the main sentence and the correct subject pronoun.
- Explain that when the verb of the sentence is in the present simple, we form the question tag with *do/does* and the subject pronoun, and when the verb of the sentence is in the past simple, we form the question tag with *did* and the correct subject pronoun.
- Explain that when the sentence is positive, the question tag is negative and vice versa. Explain that when the question tag contains a word with a negative meaning (*never, hardly, seldom, etc*), then the question tag is positive.
- Explain that when we aren't sure of the answer, we use a rising intonation in the question tag and when we are sure of the answer, we use a falling intonation in the question tag.
- Ask Ss to read the **Note** box and the examples.
- Explain the task and give Ss time to fill in the correct question tags.
- Play the recording.
- Ss listen and check their answers and choose whether they hear a rising or falling intonation.

### Answer Key

- |                      |                       |
|----------------------|-----------------------|
| 1 <i>isn't he, B</i> | 4 <i>will they, B</i> |
| 2 <i>were you, A</i> | 5 <i>has she, A</i>   |
| 3 <i>had it, A</i>   |                       |

## 6e • Grammar

### 1 **Aim** To present/practise reported speech

- Ss' books closed. Say then write on board: *"I'm very tired," John said.* Explain that direct speech is the exact words someone says and they are written in quotation marks. Say then write on board: *John said (that) he was tired.* Explain that reported speech is the exact meaning of what someone says but not the exact words and we do not use quotation marks. Explain that we can use the word *that* to introduce reported speech or we can omit it.
- Explain that when we report statements, we use *say* or *tell*. We use *say* in direct and reported

speech without *to* when it is not followed by the person being spoken to (e.g. *Tom said, "I need help."* → *Tom said [that] he needed help.*) and with *to* when it is followed by the person being spoken to as well (e.g. *Tom said to me, "I need help."* → *Tom said to me [that] he needed help.*).

- Explain that the pronouns, possessive adjectives and tenses change according to the meaning (*"I'm hungry," she said.* → *She said [that] she was hungry.*).
- Explain that certain words and time expressions change too (e.g. *tonight* → *that night, today* → *that day, last night* → *the night before/the previous night, yesterday* → *the day before, this, that* → *these, those, etc*).
- Ask Ss to read the theory and the cartoon. Ask Ss to say the reported sentence in bold in direct speech. (*"I'm going to the library," she said.*).
- Draw Ss' attention to the **Note** and the **Grammar** box and give them time to complete the task.
- Check Ss' answers.

### Answer Key

- 1 *said*    2 *told*    3 *said*    4 *told*

### 2 **Aim** To practise reported speech

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

### Answer Key

- Jack said (that) I/we didn't know his new password.
- Kevin said (that) he would come to the science fair the next day.
- They said (that) they hadn't played those computer games yet.
- Tom said to me (that) he had downloaded that app the night before.
- She said (that) she had never been there before.

### 3 **Aim** To present/practise reported questions

- Explain that we usually introduce reported questions with *ask, inquire, wonder* or the expression *want to know* and we do not use a question mark. The verb is in the affirmative and the tenses, pronouns and time expressions change as in reported statements.

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- Explain that when the direct question begins with a question word (e.g. *who, where, what, why, when, etc*) then we use the same question word in the reported question, but when the direct question begins with an auxiliary verb (*be, do, have, etc*) or a modal verb (*can, may, etc*) then we use *if/whether* in the reported question.
- Ask Ss to read the theory, then the cartoon. Ask Ss to say the reported question in bold in direct speech ("***Do you want to come with us to football practice?***" *I asked him.*)
- Then give Ss time to rewrite the direct questions as reported questions.
- Check Ss' answers.

### Answer Key

- 1 *Zach asked him if/whether he had charged the tablet.*
- 2 *Olivia asked if/whether I/we had seen her holiday photos.*
- 3 *Dylan asked me if/whether he could use my laptop that night.*
- 4 *Finn asked me where his digital camera was.*
- 5 *Emma wondered when the file would finish downloading.*
- 6 *I asked him if/whether that smartphone had a big memory.*

### 4 To present/practise reported commands

- Explain that we usually use the verb *tell* + sb + (not) *to*-infinitive in reported commands.
- Go through the theory with Ss. Focus Ss' attention on how we form reported affirmative/negative commands.
- Ask Ss to read the cartoon and say the reported question in bold in direct speech (***Be home early,*** *my mum said to me.*)
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- 1 *He told me to click on the download icon.*
- 2 *Mary told them to turn down their music.*
- 3 *Mum told me not to leave my tablet on the sofa.*
- 4 *He told her to change the batteries in that remote control.*
- 5 *Frank told Alice not to delete that file.*
- 6 *She told me to call her on her mobile the next day.*

## 6f • Across Cultures

### 1 To introduce the topic of a text through pictures

Ask Ss to look at the picture. Elicit what the picture shows.

#### Answer Key

*The picture shows a gondola.*

### 2 To listen and read for gist

- Play the recording. Ss listen to and read the text.
- Elicit what means of transport people use in these places.

#### Answer Key

*People walk and use donkeys in Fes Old Town. People use horses and carriages and bicycles on Mackinac Island. People use gondolas and vaporetti in Venice.*

- Elicit explanations of the highlighted words from Ss around the class.
- Then give Ss time to look up the meanings of the words in the **Check these words** box.

#### Suggested Answer Key

**fear** (n) = an unpleasant feeling of danger

**lively** (adj) = active; full of life

**maze** (n) = a network of paths

**get in the way** (phr) = to be an obstacle

**highlights** (n) = the best parts

**hire** (v) = to pay to use sth for a while

**cycle route** (n) = a path for bicycles

### 3 To read for key information

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

#### Answer Key

1 C      2 B      3 A      4 B      5 A

- Play the video for Ss and elicit their comments.

### 4 To consolidate information in a text; to express a personal opinion

- Give Ss time to formulate their answers and tell their partners.
- Then ask various Ss to tell the class.



## Suggested Answer Key

There are no cars in Fes Old Town because there are a lot of narrow streets and tiny alleyways. There are no cars in Venice because there are canals instead of roads. There are no cars on Mackinac Island because they are banned.

The benefits of banning cars are no pollution and less stress.

### 5 **Aim** To practise phrasal verbs with work

- Tell Ss to read the **Phrasal Verbs** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 out                      2 off                      3 up

### 6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the gapped text and think about what information is missing.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

#### Answer Key

1 Hydra                      3 food                      5 100  
2 Greece                      4 Port                      6 bike

### 7 **Aim** To make notes and talk about car-free destinations; to persuade

- Ask Ss to copy the headings into their notebooks and make notes under them referring to the text.
- Then have Ss discuss one of the places in pairs and try to persuade their partner to visit it.
- Monitor the activity around the class.

#### Suggested Answer Key

**city:** Venice

**country:** Italy

**means of transport:** gondola

*I really think you should spend your summer holidays in Venice. It's a really beautiful city in Italy. This city has lots of canals so you can either walk or get around by boat. A lot of tourists take a trip in a gondola. It's an unforgettable experience.*

### 8 **Aim** To write an email about a holiday experience

- Explain the task and give Ss time to write an email about one of the places in the text as if they are there.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

Hi, Bill!

*Hello from Venice, Italy! I'm here on holidays with my parents and we're all having a great time.*

*This city has lots of canals, so the only ways you can get around are on foot and by boat! Yesterday, we went on a gondola ride. These are small traditional boats which are very popular with tourists. We also used a vaporetti - they are bigger boats like buses which are more popular with the locals.*

*Anyway, I've got to go now. Talk to you soon.*

Lisa

#### Which place would you like to visit? Why?

- Ask various Ss to tell the rest of the class which of the places in Ex.2 they would like to visit.
- Remind Ss to justify their answers.

(Ss' own answers)

#### Culture Spot

Read out the box and then give Ss time to research online and find out about a transport system in the capital city of their country. Ask Ss to present it to the class.

#### Suggested Answer Key

*The Bucharest Metro is a rail system with four lines and 47 stations. Around 720,000 people use this system each weekday. People in Bucharest use the metro because it is a cheap, reliable and quick way to get around the city.*

### 6 • CLIL (Literature)

#### 1 **Aim** To identify the genre of a novel

Ask Ss to read the biography and the introduction to the extract. Then elicit what type of novel the extract is from Ss around the class.

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## Answer Key

*It is from an adventure novel.*

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

Ask Ss to read the extract and then elicit various answers to the question from Ss around the class.

#### Answer Key

*He felt amazed/surprised when he saw the footprint.*

### 3 **Aim** To listen and read for cohesion and coherence

- Give Ss time to read the text again and think of an appropriate word to complete each gap. Ask Ss to pay attention to the words before/after each gap as they will help them do the task.
- Play the recording.
- Ss listen and check their answers.

#### Answer Key

1 of      4 from      7 whether    10 on  
2 nor     5 no      8 so  
3 but     6 what    9 no

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

### 4 **Aim Think** To develop empathy; to describe an imaginary situation

- Explain the situation and give Ss time to talk in small groups and consider their answers.
- Ask various Ss around the class to tell the class.

#### Suggested Answer Key

*If I found a footprint after spending years along on a desert island, I would feel really happy. I would try to find the person who left the footprint, so that I could have some company and not feel so lonely.*

### 5 **Aim** To develop research skills; to write a summary of a novel

- Give Ss time to research online and find out what happened in the remainder of the novel. Then ask them to write a short summary of the novel.

- Ask various Ss to read their summaries to the class.
- Alternatively, assign the task as HW and ask Ss to read their summaries in the next lesson.

#### Suggested Answer Key

*We never find out who left the footprint, but Robinson discovers that a tribe of cannibals visits the island to kill and eat prisoners. When one of them escapes, Crusoe helps him and calls him Friday. When more cannibals arrive on the island, Crusoe and Friday kill most of them and rescue Friday's father and a Spanish man. The Spanish man returns to the mainland to bring help, but before he returns, an English ship appears. A mutiny has occurred on the ship, but Crusoe helps the ship's captain to get it back under control. Eventually, Crusoe leaves the island on this ship and returns to England.*

### 6 **Aim Think** To develop critical thinking skills; to compare fiction to modern life

Read out the question and ask Ss to discuss in pairs or small groups and then ask various Ss to share their answers with the class.

#### Suggested Answer Key

*If someone became shipwrecked nowadays it would be very different from the events in 'Robinson Crusoe'. Firstly, there are so few places in the world which are uninhabited nowadays, so it's unlikely that the person would be alone. Also, because of the technology that we have today, such as mobile phones and GPS devices, I think rescuers would find the person quite quickly.*

#### Text of the month!

**Present the plot of a novel you have read to the class.**

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

*(Ss' own answers)*

## 6 • Flash Time

### 1 **Aim** To create a brochure of a place of natural beauty in your country

- Ask Ss to work in small groups and research online and collect information about places of natural beauty in their country that tourists should visit.
- Give Ss time to prepare a brochure.
- Ask various Ss to present their brochures to the class.

#### **Suggested Answer Key**

*The Fagaras Mountains are at the heart of Romania, both geographically and culturally as they are in central Romania. The area is a place of great natural beauty. You can go hiking, trekking and skiing there and enjoy the beauty of the natural surroundings.*



**Work in pairs. Write a letter inviting your English friend to come visit the place in Ex. 1. Your partner writes back accepting/refusing the invitation.**

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

*(Ss' own answers)*

### 2 **Aim** To give a presentation on a place of natural beauty in your country

- Give Ss time to use their answers in Ex. 1 to prepare a presentation.
- Ask various Ss to give their presentations to the class.

#### **Suggested Answer Key**

*Imagine you are standing on the top of a mountain. All around you are jagged peaks and above you is a clear blue sky. There are colourful wild flowers in the valleys below, dark green trees on the slopes, and snow on the tops of the mountains. You're in the Fagaras Mountains, home of the highest peaks in Romania.*

*There are lots of activities you can do there. you can go hiking or cycling. You can visit Poienari Fortress that dates from the 13th century. You can*

*also go skiing or snowboarding. However, you don't have to do any specific activities. You can just enjoy the natural beauty of the place. You can drive along the Transfagarasan Road which is 92 km long and enjoy amazing views and see beautiful lakes and waterfalls. The largest is Bălea Lake which is 360 m long.*

*The Fagaras Mountains are special for many reasons. For example, there are large areas of primary forest not disturbed by humans. Also, the area is home to an amazing variety of flora and fauna. They don't call the Fagaras Mountains the Romanian Alps for nothing.*

*The American author Elizabeth Kostova described Romania as, "Mountains of savage beauty, ancient castles, werewolves, and witches – a land of magical obscurity." So, what are you waiting for? Visit the Fagaras Mountains and experience some of the magic of Romania for yourself! Thank you for listening.*

### 3 **Aim** To do a quiz relating to the value of being a responsible traveller

- Draw Ss attention to the quotation and elicit what they think it means.
- Give Ss time to read the statements and do the quiz and then check their results.
- Then ask various Ss to share their results with the class.

#### **Suggested Answer Key**

*I think the quotation means we should leave everything exactly how we found it when we visit a place.*

*(Ss' own answers)*

### 4 **Aim** To prepare a video about being a responsible traveller

- Give Ss time to prepare their video using the ideas in the quiz and their own ideas.
- Ask Ss to upload it to the school website and then watch some of the videos in the next lesson.

*(Ss' own answers)*

## Progress Check 6

- |   |        |       |               |               |             |
|---|--------|-------|---------------|---------------|-------------|
| 1 | hostel | 3     | self-catering | 5             | underground |
|   | 2      | ferry | 4             | all-inclusive |             |

## Module 6

- 2** 1 drops      3 blows      5 pours  
2 freezes      4 reach
- 3** 1 on      2 of      3 out      4 off      5 by
- 4** 1 He said (that) he had gone to the festival the previous year.  
2 He told us to turn off our phones.  
3 Ellen told Ann (that) they were booking tickets online.  
4 Polly asked me what time the news was on.  
5 Bill asked me if/whether I had ever been to Vienna.  
6 He said (that) he would give him/her the tickets.  
7 Liam told Sam to go to his house.  
8 Gary told us not to drive there.
- 5** 1 the sunniest  
2 cold  
3 wider than  
4 the most polite  
5 warmer than  
6 larger than  
7 more crowded than  
8 expensive  
9 tall  
10 the most popular
- 6** 1 two      3 diving      5 1,250  
2 Seaside      4 buildings
- 7** Hi, Peter!

*It's great that you are going on holiday to Romania! I'm writing to you to recommend some places for you to visit.*

*First, I think that you should visit Romania's capital city, Bucharest, in the south of the country. It's a great place to go shopping, especially in Lipscani Street. I love the crowded streets - there is always something happening!*

*Another place you should go is Constanta on the east coast. It's a great place to go sightseeing. For example, you can visit the Museum of National History and the Genoese Lighthouse. It's special because it's Romania's oldest city and it has so much history.*

*Have a great time in Romania!*

*Best wishes,*

*Natalia*

- 8** 1 Sibiu      3 Sibiu      5 Jurilovca  
2 Jurilovca      4 Sibiu      6 Jurilovca

- 9** 1 C      2 E      3 A      4 B      5 D

### Competences

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

(pp. 110–111)

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

- Ask Ss to look at the picture of Jules Verne and elicit what, if anything, Ss know about him.
- Then ask Ss to read the biography to find out.

**Suggested Answer Key**

Jules Verne wrote 'Twenty Thousand Leagues Under the Sea', 'Around the World in Eighty Days', and 'Journey to the Centre of the Earth'. People call him the father of science fiction because he wrote about things that didn't exist yet, like submarines and spaceships.

**2 Aim** To identify what pictures show

- Ask Ss to look at the pictures A-E and read through the descriptions 1-5.
- Give Ss time to match them and check their answers.

**Answer Key**

1 B      2 C      3 E      4 D      5 A

**3 Aim** To listen for order of events

- Play the recording. Ss listen and order the pictures.
- Check Ss' answers.

**Suggested Answer Key**

1 E      2 C      3 A      4 B      5 D

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

- Ask Ss to read the stems of the sentences (1-4).
- Plan the recording. Ss listen to and read the extract and complete the task.
- Check Ss' answers around the class.

**Answer Key**

1 Red Sea  
2 the deep mysterious Atlantic Ocean  
3 temples  
4 knew for sure

**5 Aim** To identify a narrative type

- Read out the **Note** box and explain the difference between a first-person and a third-person narrative.

- Elicit what type of narrative the text is and who narrates it.

**Answer Key**

*It is a first-person narrative narrated by Professor Aronnax.*

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

**6 Aim Think** To predict what happens next in a story; to give an opinion

- Ask Ss to discuss the questions in small groups.
- Monitor the activity around the class and then elicit answers from various groups.

**Suggested Answer Key**

*A: I think they will go on many adventures with Captain Nemo in the 'Nautilus', but they will not be allowed to leave.*

*B: I think you're right. Maybe they will travel all around the world.*

*C: I think the men will eventually escape in a small boat, but not for some time. etc.*

**7 Aim** To research a story

- Ask Ss to research the story online.
- Play the video for Ss and elicit their comments.
- Elicit who guessed correctly.

*(Ss' own answers)*

**8 Aim** To research Atlantis and write a short article

- Explain the task and give Ss time to research online and find information about Atlantis. Tell Ss to make notes under the headings.
- Then give Ss time to use their notes to write a short article.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**Where it was:** *In the Atlantic Ocean*

**Who lived there:** *Atlanteans (kings with great power), advanced people*

**What people did:** *lived in luxury, temples and palaces, sailed the seas with a great navy*

**How it disappeared:** *sunk by an earthquake*  
*Atlantis is a mythical city that may have been in the Atlantic Ocean. The Atlanteans lived there. They were kings with great power and an advanced people. They lived in luxury and had temples and palaces. They sailed the seas with a great navy. People think the island of Atlantis was sunk by an earthquake.*

(pp. 112–113)

1 **Aim** To read for gist

Ask Ss to read the biography and elicit an answer to the question.

**Suggested Answer Key**

*Melville worked on a whaling ship and this inspired him to write Moby-Dick.*

2 a) **Aim** To introduce the topic

Elicit what animal is in the picture and elicit other sea mammals from around the class.

**Suggested Answer Key**

*The animal is a whale. It looks like a sperm whale. They eat squid. Other marine mammals include dolphins, orcas, seals and walruses.*

b) **Aim** To introduce the topic

Elicit answers to the questions from Ss around the class.

**Suggested Answer Key**

*Whaling is illegal in many countries these days because whales are endangered, but in the past whales were hunted for their meat and bones.*

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

- Read out the question.
- Play the recording. Ss listen and read the text to find out the answer.

**Suggested Answer Key**

*He is not sure why he decided to go whaling. He wanted to be a sailor and get paid while exploring the sea. He usually went to sea on merchant ships, but he was excited by the idea of the great whale.*

4 a) **Aim** To read for detail

- Give Ss time to read the text again and read the sentences and then mark them as right or wrong.
- Check Ss' answers.

**Answer Key**

1 R      2 R      3 W      4 W      5 R

b) **Aim** To consolidate new vocabulary

- Direct Ss to the words in bold in the texts and then give them time to match them to the definitions in the list.
- Check Ss' answers.

**Answer Key**

**explore** = to travel to discover new places

**trapped** = not able to escape

**desire** = a strong wish

**winds** = the natural movement of air

**reflects** = to show something

**wholesome** = healthy

**deliberate** = intentional

**fate** = destiny

- Then ask Ss to use their dictionaries to find synonyms for the highlighted words.
- Check Ss' answers around the class.

**Answer Key**

**escape** (v) = flee

**stare** (v) = gaze

**harsh** (adj) = severe

**distant** (adj) = far away

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

5 **Aim Think** To express an opinion

- Ask Ss to discuss the questions in pairs.
- Monitor the activity around the class and then ask various Ss to tell the class.

**Suggested Answer Key**

*A: I think he is running away from his problems because he says it is his way of fighting sadness, boredom and trapped anger. He also says it puts order in his life.*

*B: I agree. He also says the sea reflects the desire for change, so it sounds like he wants his life to be different.*

**6** **Aim** To listen for key points and make notes; to write a summary

- Play the recording. Ss listen and make notes of the key points.
- Ask Ss to use their notes to write a short summary.
- Ask various Ss around the class to read their summary aloud.

**Suggested Answer Key**

*A few years ago, Ishmael had no money and was bored of life on the land. He decided to explore the sea to fight his sadness, boredom and trapped anger.*

*Manhattan island is full of businesses and shipping and every road takes you to the ocean. He said the people are drawn to the water's edge to escape from their homes and offices.*

*He wanted to be paid as a member of a ship's crew. He doesn't mind obeying orders and working in the harsh weather.*

*He usually went to sea on merchant ships but this time he decided to go on a whaling ship. He can't explain why exactly. The idea of the great whale excited him. He dreamed of whales.*

**7** **Aim** To predict what will happen in a story

- Ask Ss to predict what will happen when the crew come across Moby-Dick.
- Play the video for Ss and elicit their comments.

**Suggested Answer Key**

*I think when the crew come across Moby-Dick, either the whale will attack the boat and turn it over or they will kill Moby-Dick and take him back to port.*

**8** **Aim** To draw a picture

- Explain the task and give Ss time to complete it.
- Display the pictures on the classroom walls.

*(Ss' own answers)*

**9** **Aim Think** To imagine a character

- Explain the task and ask Ss to work in small groups.
- Ask Ss to discuss the questions and then ask various groups to present their modern Ishmael to the class.

**Suggested Answer Key**

*A: I think Ishmael has a boring job in a shop or an office and he wants adventure.*

*B: I think he earns a low wage and he is fed up of his life and that's why he decides to go exploring.*

*C: Yes. I think he goes for a job as a crew member on a sailing boat or a fishing boat.*

*A: Yes, the work is hard, but he doesn't mind because he can see some of the world. etc.*

# Presentation Skills Key

## 1 • Present how to be a good neighbour

### 1 Suggested Answer

I would choose quotation A because it is about neighbours being good to each other in a relationship that is good for both of them. Quotation B seems to talk only about the benefits a good neighbour can give and doesn't promote being a good neighbour yourself.

### 2 The speaker has expanded on the main idea in extract A.

A – First of all, Then

B – First of all, Also, Finally

### 3 1 c                      2 a                      3 b

1 First of all, be helpful.

2 Also, be trustworthy.

3 Finally, be respectful.

### 4 Suggested Answer

A: I think quotation 2 is appropriate because it talks about how a good neighbour is priceless.

B: I agree. I think quotation 3 is also appropriate because it compares a good neighbour with one of life's richest joys.

A: Yes. I also think quotation 5 could be appropriate for my presentation because it also mentions a positive aspect of being a good neighbour.

B: Yes, it says it makes life richer. I think the other quotations are more about the negative aspects of being a bad neighbour.

A: Yes, I agree with you.

### 5 Suggested Answer

Harry S. Truman said, "In order to have good neighbours, we must also be good neighbours." But the question is: how can someone be a good neighbour?

Well, we all know most of the basic ways we can be a good neighbour like keeping the noise down and being friendly, but what about the other ways you can build a good relationship with the people who live near you? Well, here are some tips. You should keep the outside of your home including the garden and the entrance looking nice. This gives a good impression. You should also invite your neighbours to your parties

and why not have a regular neighbourhood barbecue, garden party or other gathering? This will help people to get to know each other and build relationships. Also, you can ask for advice about home improvements, gardening or cooking. Finally, you should return anything you have borrowed on time and with thanks.

Now onto the things that you shouldn't do if you want to be a good neighbour. Don't spy on your neighbours through the curtains. Nobody likes a nosey neighbour. Don't be lazy and leave decorations on your house way past the event. Also, be responsible and don't let your pet roam around the neighbourhood by itself.

If you follow these tips, you will be a good neighbour and life in your neighbourhood will be nicer. After all, as the saying goes, "To be a good neighbour is one of life's richest joys." Thanks for listening. Are there any questions?

## 2 • Present an ancient European or Asian civilisation

1 Name: F  
Period: D  
Location: A  
Interesting facts: B, E  
How it ended: C

2 B, C

3 As I mentioned before, ..., Now that we have explained ..., We spoke about the fact that ...

### 4 Suggested Answer

Good morning, everyone. Today I'm going to talk to you about an interesting ancient civilisation. Do you enjoy solving puzzles? Following the clues and cracking the code is fun, but it's also an important job! A lot of what we know about ancient civilisations comes from written records, but there are still some ancient writing systems that we don't understand. One of these comes from the Indus Valley.

The Indus Valley Civilisation is one of the oldest civilisations in the world. It existed in the Bronze Age and was most powerful between 3300 and 1900 BCE. There were thousands of cities spread over nearly 650,000 km<sup>2</sup> in modern Pakistan, Afghanistan



# Presentation Skills Key

and north-west India and the population was about 5 million people.

The cities were very well planned and had brick houses and a system for supplying clean water and removing dirty water. The people in the cities were traders and skilled craftspeople. They made pottery, jewellery and metal goods from copper, bronze and tin, but they didn't know about iron. There were also lots of farmers who grew crops for food such as wheat, barley, rice and beans. They used cattle to help them farm the land.

Now that we have explained that the main job in this society was farming, let's move on to why the Indus Valley Civilisation was advanced. We spoke about the fact that they didn't use iron, but what they did have was a writing system. This system used pictures. Between 400 and 600 Indus symbols have been found on tablets, pots and other materials, including a sign that once hung over a gate in the city of Dholavira. However, no one alive today can read it.

The Indus Valley Civilisation slowly declined from 1900 BCE, but no one knows why for sure. Some archaeologists think that the gradual drying of the region's soil may have reduced the water supply so much that farming became more difficult and eventually the people moved eastward. The Indus Valley Civilisation is fascinating, don't you think? It's amazing what some ancient societies accomplished, and exciting that we still have so much to learn about them. Are there any questions? ... Thank you for your time.

## 5 Suggested Answer

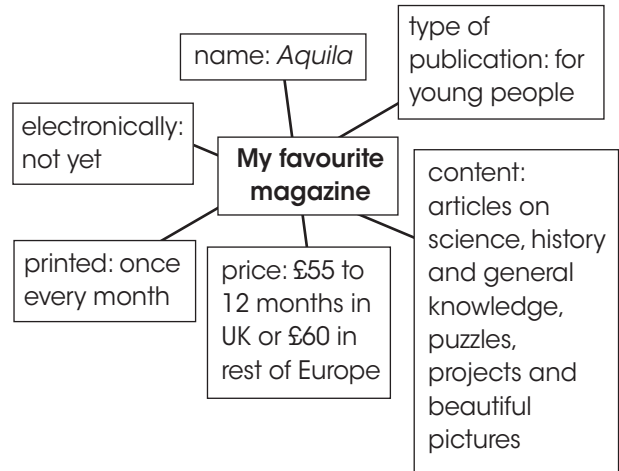
<b>What I expected to hear</b>	its name, the period, its location and how it ended
<b>What I found interesting</b>	they grew crops for food but didn't know about iron, they had a writing system with pictures
<b>What else I want to know</b>	more about what their writing system was like

## 3 • Present a magazine

### 1 Suggested Answer

Plan 2 is more interesting because it engages the audience more fully and it gives more information about the magazine as well as more visuals.

### 2 Suggested Answer



### 3 Suggested Answer

A is more effective because it uses notes to act as prompts and the not the whole paragraph.

4 1 C      2 B      3 A      4 D

### 5 Suggested Answer

- 1 • name: *Aquila*  
• type: magazine for young people
- 2 • articles: science, history, general knowledge  
• puzzles  
• projects  
• beautiful pictures
- 3 • one issue every month  
• 12 months £55 in UK, £60 rest of Europe
- 4 • not available electronically  
• website  
– see sample of magazine  
– buy old issues

Good morning, everyone. Who likes reading magazines? Quite a few of you I see. Well, I know I do and my favourite magazine is *Aquila*. Here is a picture of the latest issue.

# Presentation Skills Key

*Aquila* is a magazine for young people and it contains articles on geography, history, science and culture. It costs £55 per year in UK, and £60 per year in the rest of Europe. It is printed monthly. It is not available electronically yet.

If this sounds like something you may be interested in reading, you should sign up for a subscription. You can visit the website to see samples of the magazine and buy old issues. I hope you like it as much as I do. Happy reading. Thanks for listening. Are there any questions?

## 4 • Present smartphone etiquette

1 The purpose of the presentation is to inform the audience about something they may not know (smartphone etiquette) and persuade them to do something (follow the dos and don'ts of using smartphones).

### 2 Suggested Answer

2, 3

A: I think item 2 is most appropriate for a key phrase to help me research online for more information.

B: Yes, I agree. Item 3 is also a good key phrase.

3 B is from an encyclopaedia.

A is from a blog.

C is from a university website.

Only source C is a valid source because it looks like it is from a university website.

4 1 c      2 a      3 d      4 b

5 1 respond    3 driving      5 dangerous  
2 messages    4 bicycle/bike

**Transition words:** First, For example

### 6 Suggested Answer

Hello, I'm Luca. Have you ever been in a public place where somebody was talking loudly on their smartphone? Annoying, isn't it? Today, I'm going to talk about smartphone etiquette.

First, we should respond to texts and messages as soon as we read them. Second, before we send a message, we should read it. There can be spelling errors or other mistakes that can confuse

the person we're sending it to! Also, we should always put our smartphones on silent mode when we are in restaurants and cafés.

We shouldn't send texts or messages late at night. Some people sleep with their phones in their bedrooms because they use the alarm clock, and texting late at night can wake them up! We also shouldn't put loud or annoying sounds on our smartphones – not everyone wants to know when we get a message! Finally, we shouldn't use our smartphones in the library, in classrooms or during meals, as it distracts us and other people, and it is rude.

All in all, smartphones are a great invention, as long as we use them wisely.

Thank you for listening.

## 5 • Present how to protect the environment

### 1 Suggested Answer

**home:** turn off tap when we brush teeth, turn off lights/devices when we leave a room, make compost, use energy-efficient light bulbs, print paper on both sides, grow vegetables in garden/school greenhouse, recycle or reuse things, use a bucket to wash your car/bike, have showers not baths

**outside the home:** plant trees, use public transport, cycle or walk to work/school

**school:** organise special days to pick up litter from parks/beaches, use energy-efficient light bulbs, print paper on both sides, grow vegetables in garden/school greenhouse, recycle or reuse things

### 2 Suggested Answer

Slide A is more effective because the Earth looks like a sad person and the pollution is visible. Whereas in Slide B, it is just a picture of the Earth which does not seem polluted at all.

### 3 Suggested Answer

Slide A is more appropriate because the main heading is bold and clearer and the main points are summarised in bullet points. It is clearer and easier to understand.

4 A – a *what-if* question  
B – a powerful statement

# Presentation Skills Key

- 5 1 In addition      3 too      5 Secondly  
2 Apart from      4 as well    6 Nonetheless

## 6 Suggested Answer

Good morning. Today, I want to talk about all the ways we can protect the environment.

At home, we can use less water by having showers or turning off the tap when we brush our teeth. To save electricity, we can turn off the lights when we leave a room, and switch off all electrical devices that are on standby. We shouldn't waste food, either. We should only buy as much as we need, and use fruit and vegetable peelings to make compost.

In town, we should walk or ride our bikes instead of driving everywhere. We could also organise special events to plant trees and pick up litter. At school, we can use energy-efficient light bulbs and grow our own fruit and vegetables in a school greenhouse.

So, there you are. There are so many ways for us to protect the environment. The good news is that we can start right here, right now. We should all help. After all, good planets are hard to find. Are there any questions? ... Thanks for listening.

## 6 • Present a place of natural beauty

- 1 Beginnings: B, C  
Endings: A, D

A c      B a      C d      D b

### 2 name: Fagaras Mountains

**location:** central Romania, southern Carpathian Mountains

**what to see/do:** go hiking or cycling, visit Poienari Fortress from 13th century, drive along Transfagarasan Road (92 km long), go skiing, stay in Curtea de Arges, Pitesti or Sibiu, see lakes (largest Balea Lake 360 m long) and waterfalls

**why it is special:** home to an amazing variety of flora and fauna, also called 'the Romanian Alps', home of highest mountains in Romania, has large areas of primary forest not disturbed by humans

### 3 Suggested Answer

**name:** Beusnita Waterfall

**location:** Nerei Gorge, Beusnita National Park, Caras-Severin County

**what to see/do:** walking, hiking, mountain biking, take photos, see wildlife

**why it is special:** one of the most beautiful and famous waterfalls in Romania

### 4 Suggested Answer

Imagine you are standing on the top of a mountain. All around you are jagged peaks and above you is a clear blue sky. There are colourful wild flowers in the valleys below, dark green trees on the slopes, and snow on the tops of the mountains. You're in the Fagaras Mountains home of the highest peaks in Romania.

There are lots of activities you can do there. You can go hiking or cycling. You can visit Poienari Fortress that dates from the 13th century. You can also go skiing or snowboarding. However, you don't have to do any specific activities. You can just enjoy the natural beauty of the place. You can drive along the Transfagarasan Road which is 92 km long and enjoy amazing views and see beautiful lakes and waterfalls. The largest is Balea Lake which is 360 m long.

The Fagaras Mountains are special for many reasons. For example, it has large areas of primary forest not disturbed by humans. Also, it is home to an amazing variety of flora and fauna. They don't call it the Romanian Alps for nothing. The American author Elizabeth Kostova described Romania as, "Mountains of savage beauty, ancient castles, werewolves, and witches - a land of magical obscurity." So, what are you waiting for? Visit the Fagaras Mountains and experience some of the magic of Romania for yourself! Thank you for listening.

# Fun Time & Songs Key

## Fun Time 1 (p. 128)

(horizontal, vertical)

- 1.1 lighthouse
- 1.2 are always losing
- 1.3 has been
- 1.4 is thinking
- 1.5 on
- 1.6 on
- 2.1 see
- 2.2 greengrocer's
- 2.3 car boot sale
- 2.4 on
- 2.5 with
- 2.6 butcher's
- 3.1 fishmonger's
- 3.2 haven't been living
- 3.3 Are you going
- 3.4 away
- 3.5 do
- 3.6 antiques
- 4.1 in
- 4.2 stadium
- 4.3 library
- 4.4 have you been going
- 4.5 seldom
- 4.6 never
- 5.1 inspiration
- 5.2 already
- 5.3 on
- 5.4 have
- 5.5 factory
- 5.6 at
- 6.1 has been training
- 6.2 since
- 6.3 leaves
- 6.4 are you tasting
- 6.5 takes
- 6.6 baker's

## Song (p. 129)

- 1 The song's message is that we should share what we have with people who don't have enough money and food.
- 2 **Suggested Answer**  
I agree. I think we should all help other people and try to make everyone's lives better.

## Fun Time 2 (p. 130)

- 1 enjoyed
- 2 had been waiting
- 3 impressive
- 4 inventor
- 5 was flying
- 6 used to
- 7 visited
- 8 on
- 9 armour
- 10 pottery
- 11 used to spend
- 12 had visited
- 13 after
- 14 went
- 15 sights
- 16 painter
- 17 had the archaeologists been searching
- 18 Statue
- 19 when
- 20 had been walking
- 21 swords
- 22 from
- 23 was walking
- 24 discovered
- 25 had stopped
- 26 off

## Song (p. 131)

- |   |          |          |         |
|---|----------|----------|---------|
| 1 | 1 fight  | 3 true   | 5 place |
|   | 2 around | 4 strong |         |

### 2 Suggested Answer

The singer says that a hero is someone who stands up for what is right and helps and protects people. Heroes work hard to make the world a better place. I agree with the singer.

## Fun Time 3 (p. 132)

(from left to right & top to bottom)

- *will answer it.*
- *media devices.*
- *would carry it with me all the time.*
- *you watch TV for hours every day.*
- *will buy you a new magazine tomorrow.*
- *we wouldn't watch so many films online.*
- *he will turn them into books one day.*

# Fun Time & Songs Key

- biography.
- *won't work properly.*
- fairytales.
- *am going to watch a football match.*
- *will travel in flying cars.*
- up with.
- *are going to the cinema.*
- *will drink some water.*
- is going to rain.
- *will enjoy the new show on Channel 7.*
- *like to watch the documentary about dolphins on Channel 3.*
- *my computer hadn't broken down.*
- *are going to miss the film.*
- *cooking shows on TV.*
- *will pass his exams.*
- *you have the skills for it.*
- *had gone to the newsagent's earlier.*
- radio.

## Song (p. 133)

- 1 The song is about getting in touch with others online.

### 2 Suggested Answer

I send emails, texts and photos to my friends. I usually get in touch with them on my smartphone but sometimes I use my tablet.

## Fun Time 4 (p. 134)

- 1 Spread
- 2 have
- 3 tap
- 5 tower
- 6 posting
- 7 out
- 8 couldn't
- 9 3D printer
- 11 to print
- 12 fixing
- 13 on
- 14 mustn't
- 16 appliances
- 17 should
- 18 out of
- 20 losing
- 21 Can
- 22 speakers

23 to eat

24 stay

## Song (p. 135)

- |   |          |        |         |
|---|----------|--------|---------|
| 1 | 1 phone  | 4 away | 7 diary |
|   | 2 text   | 5 know | 8 play  |
|   | 3 online | 6 too  |         |

### 2 Suggested Answer

The mobile phone is important to the singer because they can use it to phone and text people and also go on the Internet. It's also good for listening to music and playing games. In other words, the speaker never feels alone.

I chat with my friends on my phone and send them lots of photos. I also have the Facebook app on it so I can see what my friends are doing. The best thing about my mobile phone is that I can keep in touch with my parents when I am out with my friends. That way, they never have to worry about me!

## Fun Time 5 (p. 136)

(from START to FINISH following the orange line)

- mountain
- Who was *The 11th Hour* produced by? It/*The 11th Hour* was produced by Leonardo DiCaprio.
- for
- which
- anything
- whose
- somewhere
- no one
- river
- everywhere
- extinction
- The injured bird was found by Anna.
- who
- Who was acid rain discovered by? It/Acid rain was discovered by Robert Angus Smith.
- consumption
- The hotel guests were blamed for dropping litter in the forest.

(from START to FINISH following the blue line)

- canyon
- The homeless animals were given some food.
- nothing

## Fun Time & Songs Key

- whose
- to
- visited
- through
- of
- Everyone
- poisoning
- advised
- Where was the documentary filmed? It/The documentary was filmed in the Amazon Rainforest.
- desert
- The injured turtle has been saved.
- waste
- Who was the Crystal designed by? It/The Crystal was designed by Wilkinson Eyre Architects.

### Song (p. 137)

- 1 The song is about environmental problems and what we can do about them.
- 2 The first verse describes the first picture (fish are dying) and the third verse describes the second picture (air pollution).  
**Note:** The song consists of three verses. The italicised part of the song is the chorus.

### Fun Time 6 (p. 138)

- 1 Mum told the kids not to swim in the lake.
- 2 the most beautiful
- 3 Mia asked where the bus left from.
- 5 better
- 6 Tom said (that) the temperature had reached 43°C.

- 7 out
- 8 more crowded
- 10 They said (that) a band was performing live at the hotel that night.
- 12 self-catering
- 13 less
- 14 Lily said (that) they were going to Spain.
- 15 as heavy
- 16 Bob told Jim that Jane had already visited the museum.
- 18 Oscar said (that) he would drive me to the airport.
- 19 port
- 20 Chloe said (that) she had spent a fortune on the tickets.
- 21 the worst
- 22 said
- 23 Amy said (that) she had never been abroad.
- 24 pouring
- 25 Leo asked me if/whether I wanted to join them.
- 26 of
- 27 The guide said (that) they ran tours every day.
- 28 by
- 29 Alice said (that) she had been looking for flights all day.
- 30 campsite

### Song (p. 139)

- 1 The song is about travelling the world using different means of transport.
- 2 **Suggested Answer**  
By land, sea and sky

# Going Green

## Going Green Starter

### 1 **Aim** To introduce the topic

Ask Ss to look at the title and the pictures. Explain the meaning of 'lean' (slim and healthy) if necessary. Elicit how the title can be related to the pictures.

#### **Suggested Answer Key**

*The title refers to keeping in shape and the environment and it is related to the pictures of people exercising and doing outdoor activities.*

### 2 **Aim** To complete an open cloze text

- Draw Ss' attention to the gaps in the text. Remind Ss that they must read the text and use the context and the words before and after the gap to work out what the missing word is. Do the first item with Ss to model the task, then give Ss time to complete it.
- Check answers with the class. Then have Ss read out the completed text. Assign one paragraph to each S.

#### **Answer Key**

1 at      4 than      7 less      10 when  
2 or/and      5 be      8 too      11 if  
3 When      6 makes      9 This/That      12 to

### 3 **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.
- Play the video for Ss and elicit their comments.

#### **Answer Key**

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

### 4 **Aim** To consolidate information in a text; to expand the topic

- Allow Ss two minutes to look over the text. Ss tell their partner how you can get fit and help the environment at the same time according to the text.
- Elicit answers from Ss around the class, then ask Ss to share further ideas of their own.

### **Suggested Answer Key**

*We can get fit and help the environment at the same time by walking and cycling instead of driving to places. We can use the stairs instead of the lift, hang our washing outside, and also do outdoor activities, like gardening, that help the environment and are good exercise. Another idea is to get involved in clean-up days and help clean up the environment while exercising.*

### 5 **Aim** To personalise the topic

- Explain the task and give Ss time to think about their answers.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*My fitness programme is green because I play a lot of outdoor sports like football and basketball that don't use electricity. I also like to ride my bike in the park and I never go to the gym.*

### 6 **Aim Think** To consolidate information in a text; to practise critical thinking skills

- Explain the task. Ss complete it in closed pairs. Monitor the activity around the class.
- Ask various Ss around the class to share their answers.

#### **Suggested Answer Key**

*You should follow the Green Fitness Programme because you will help the environment and get fit as well. By riding your bike or walking, you exercise and reduce emissions from cars. Also, by exercising outside, you get fresh air and don't use electricity which produces CO<sub>2</sub> and causes global warming. Other activities, like gardening, are great ways to get exercise and help the environment at the same time.*

### 7 a) **Aim** To prepare a poster

Explain the task. Ss prepare their posters in groups and present them to the class.

*(Ss' own answers)*

# Going Green

## b) **Aim** To follow a Green Fitness Programme

Encourage Ss to follow the Green Fitness Programme on their poster for two weeks. At the end of this time, have a class discussion about the effects of following their programmes.

(Ss' own answers)

## Going Green 1

### 1 **Aim** To introduce the topic

Ask Ss to look at the title of the text and explain what it means. Elicit how buying nothing can help the Earth.

#### **Suggested Answer Key**

*Buying nothing can help the Earth because we don't consume more goods that waste precious natural resources and pollute the environment.*

### 2 **Aim** To match subheadings to paragraphs

- Ss read the text and match the subheadings to the paragraphs.
- Check answers with the class.

#### **Answer Key**

1 D                      2 A                      3 B

### 3 a) **Aim** To read for detail

- Explain the task. Ss read the text again and decide whether the statements are right or wrong, or whether there is not enough information to decide.
- Check answers with the class.

#### **Answer Key**

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

### b) **Aim** To understand the purpose of a text

Elicit the author's purpose from Ss around the class.

#### **Answer Key**

*The author's purpose is to educate the reader on how to spend and consume less and therefore help the environment.*

### 4 a) **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.

#### **Answer Key**

1 n      4 f      7 k      10 d      13 e  
2 i      5 m      8 j      11 b      14 g  
3 a      6 l      9 c      12 h

### b) **Aim** To identify and practise phrasal verbs

- Have Ss scan the text and identify the phrasal verbs. Check answers with the class and write the phrasal verbs on the board.
- Ss work in pairs to make sentences using the phrasal verbs on the board.
- Elicit sentences from Ss around the class.

#### **Suggested Answer Key**

*go out – We are **going out** for dinner tonight.*

*go away – Let's **go away** this weekend.*

*set in – She felt fear **set in** when she realised it was dark.*

*sit down – Come in and **sit down** in the living room.*

*cross off – Can you **cross off** everything we bought from the list?*

*throw (sth) away – Did you **throw** your old TV **away**?*

*stick to – Mary is trying to **stick to** her new diet.*

### 5 **Aim** To consolidate information in a text; to present Buy Nothing Day

- Allow Ss time to look over the text. Ss make notes in their notebooks about Buy Nothing Day and how people celebrate it.
- Give Ss time to organise their notes and plan their presentations. Ss present Buy Nothing Day to the class.

#### **Suggested Answer Key**

*Buy Nothing Day is a special day where we try to shop less and become more aware of what we really need to buy. There are many things we buy that are not necessary. We can celebrate this special day by reducing our daily expenses and planning a budget. We can also learn to recycle items we already have instead of buying new things.*



## 6 **Aim Think** To personalise the topic; to practise critical thinking skills

- Explain the task and give Ss time to discuss their spending habits in pairs, and how they could be more environmentally-conscious shoppers. Monitor the activity around the class.
- Ask various pairs to report back to the class.

### **Suggested Answer Key**

A: I sometimes buy things because I find the packaging attractive.

B: Me too. We should try to buy things with less packaging, as that saves natural resources.

A: You're right. And how about all those plastic bags they give you at the supermarket? At home, we try to reuse them as rubbish bags.

B: Oh, do you? My mum doesn't use them at all. She takes two big reusable cloth bags with her every time she shops.

## 7 **Aim** To expand the topic

- Explain the task and divide the class into groups. Each group has a discussion about what else they can do on Buy Nothing Day. Monitor the activity around the class.
- Ask each group to present their ideas to the class.

### **Suggested Answer Key**

*On Buy Nothing Day we can repair old appliances and fix broken items. We can organise an event to bring old unwanted items and exchange them with others who might want them. We can also try to reduce our rubbish and not throw out as much as we usually do.*

## Project

### **Aim** To organise a Buy Nothing Day, to write an article

- Explain the task. Ss organise their own Buy Nothing Days following the steps in the text on p. 142.
- Give Ss time in class to write a short article about how they organised their Buy Nothing Day and how it helped them to become an environmentally-friendly consumer. Ss read their articles to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

## Going Green 2

### 1 **Aim** To introduce the topic

Ask Ss to look at the pictures. Elicit the names of the celebrities shown and why they are called eco-celebrities.

#### **Suggested Answer Key**

*Leonardo DiCaprio, Jamie Oliver, Cameron Diaz, Christina Aguilera and Stella McCartney. All these celebrities help the environment and try to live environmentally-friendly lifestyles.*

### 2 **Aim** To complete an open cloze text

- Draw Ss' attention to the gaps in the text. Remind Ss that they must read the text and use the context and the words before and after the gap to work out what the missing word is. Do the first item with Ss to model the task, then give Ss time to complete it.
- Check answers with the class. Then have Ss read out the completed text. Assign one paragraph to each S.

#### **Answer Key**

1 out	4 as	7 example	10 in
2 so	5 of/from	8 when	11 by
3 for	6 since	9 how	12 so

### 3 **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.

#### **Answer Key**

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

### 4 **Aim Think** To consolidate information in a text; to practise critical thinking skills

- Explain the task and give Ss time to scan the text and decide which celebrity impressed them the most and why.
- Give Ss three minutes to write sentences on the subject.
- Elicit sentences from Ss around the class.

# Going Green

## Suggested Answer Key

*I'm very impressed by Leonardo DiCaprio's eco-lifestyle. His solar-heated house and water treatment facility show his commitment to green living. I think it's important not only to get involved in environmental issues but also live daily in an environmentally-friendly way like he does.*

## Use the Internet and/or other resources to collect information about popular people who help protect the environment.

- Explain the task and give Ss time to research other celebrities online and how they help the environment. You can assign this research as HW.
- In groups, Ss prepare a presentation about five of the celebrities they researched and present it to the class.

(Ss' own answers)

## Going Green 3

### 1 **Aim** To introduce the topic

Ask Ss to look at the title of the text and elicit what they think the text is about. Ss read the text and find out if their guesses were correct.

#### Suggested Answer Key

*I think the text is about eating and shopping for food that is good for our health and the environment.*

### 2 **Aim** To read for detail

- Explain the task. Ss read the text again and decide whether the statements are right or wrong.
- Check answers with the class.

#### Answer Key

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

### 3 **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.

#### Answer Key

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

### 4 **Aim** To read for specific information

- Allow Ss time to read the text silently and complete the sentences. Ss discuss their answers with their partners.
- Check answers with the class.

#### Suggested Answer Key

- 1 reduce greenhouse gases.
- 2 eat fresher and less packaged produce.
- 3 save money and reduce packaging.

### 5 **Aim Think** To consolidate information in a text; to practise critical thinking skills

- Explain the task and give Ss time to scan the text and decide which three things impressed them the most. Ss tell their partner.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

*I was impressed by how, if we stopped eating meat, it would help the environment more than if we stopped all transportation of goods. I also liked the idea of buying in bulk and saving money. I found it interesting that less energy is wasted buying produce in season.*

### 6 **Aim Think** To personalise the topic; to practise critical thinking skills

- Explain the task and give Ss three minutes to write a few sentences on their chosen topic.
- Elicit sentences from Ss around the class.

#### Suggested Answer Key

##### Topic 1

*I don't think we buy any organic vegetables as we buy them from a big supermarket. I don't know if they are grown locally or how they are grown. My family has never thought about the importance of how vegetables are grown.*

##### Topic 2

*I try to buy products with recycled packaging because I know this helps the environment. I don't buy used clothes or used items only because I don't know where to buy good quality items. I would like to learn more about what recycled products are available.*

## 7 **Aim** To personalise the topic

- Explain the task and give Ss an example of a record of what a family bought. Discuss how the example tells us if the family are environmentally-friendly food shoppers.
- After a week, ask Ss to report their findings to the class. Elicit whether each Ss' parents are environmentally-friendly food shoppers and why. (Ss' own answers)

## Going Green 4

### 1 **Think** To introduce the topic; to practise critical thinking skills

Ask Ss to look at the quotation and think about what it means and how it can be related to the text about clothes and accessories. Have a class discussion on the subject.

#### **Suggested Answer Key**

*If we only take what we need there would be enough resources for everyone. It's our greed that causes problems in the environment. The quotation is related to the text in that people often buy far too many clothes that are not necessary and shop for no reason. This greed damages the environment.*

## 2 **Aim** To personalise the topic

- Explain the task. Ss discuss the questions in pairs.
- Elicit answers to the questions from Ss around the class.

#### **Suggested Answer Key**

A: *I go shopping at least once a month. I give my old clothes to my little sister and my cousins.*

B: *I go shopping about once every three months, but I don't always buy something. I give my old clothes to an orphanage in our city.*

## 3 **Aim** To match headings to paragraphs

- Ss read the text and match the heading to the paragraphs.
- Check answers with the class.

#### **Answer Key**

1 D                      2 A                      3 B

## 4 **Aim** To complete an open cloze text

- Draw Ss' attention to the gaps in the text. Remind Ss that they must read the text and use the context and the words before and after the gap to work out what the missing word is. Do the first item with Ss to model the task, then give Ss time to complete it.
- Check answers with the class. Then have Ss read out the completed text. Assign one paragraph to each S.

#### **Answer Key**

1 third/youngest	6 each/every/per
2 most	7 even/much/far
3 in/into	8 ways/how
4 These	9 have/need
5 about/with	10 way

## 5 **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.
- Play the video for Ss and elicit their comments.

#### **Answer Key**

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

## 6 **Aim** To consolidate information in a text

- Explain the task and give Ss time to scan the text and tell their partner how we can reuse clothes.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*We can jazz up our old clothes by dyeing or embroidering them. We can also make handbags from the material of old clothing. We can buy vintage clothing instead of new clothes when we want to update our wardrobes.*

## 7 **Aim** To tie-dye a T-shirt (experiential learning)

Read and explain the instructions. Ask Ss to bring an old T-shirt they no longer wear to class. Bring the other materials needed. Give out the materials to Ss. Ss tie-dye their T-shirts. When they are dry, make a display of the T-shirts, or encourage Ss to wear them to class for the next lesson.

# Going Green

## Going Green 5

### 1 **Aim** To describe a picture

- Focus Ss' attention on the picture.
- Ss, in pairs, discuss what they can see and what they think a green roof might be.
- Elicit answers from pairs around the class.

#### **Suggested Answer key**

The picture shows a block of flats with a garden on the roof. This is a green roof – the top of a building that is partly or totally covered in vegetation: grass, flowers, or any other kind of plant. Under the soil in which the vegetation grows are several layers which prevent water and roots from damaging the original roof.

### 2 **Aim** Think To practise critical thinking skills

Elicit how green roofs help the environment.

#### **Suggested Answer Key**

Green roofs help the environment because they reduce the heating and cooling needs of buildings. Also, they give wildlife a natural habitat to live in.

### 3 **Aim** To read for detail

- Explain the task. Ss read the text again and decide whether the statements are right or wrong.
- Check answers with the class.

#### **Answer Key**

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

### 4 a) **Aim** To match words to meanings

- Draw Ss' attention to the words in bold in the text. Explain the task and give Ss time to complete it.
- Check answers with the class.
- Play the video for Ss and elicit their comments.

#### **Answer Key**

1 d 4 l 7 a 10 m 13 h  
2 i 5 b 8 k 11 e  
3 g 6 j 9 c 12 f

### b) **Aim** Think To guess the meaning of a phrase from its context

Draw Ss' attention to the term 'concrete jungle' in the text. Elicit what Ss think it means.

#### **Answer Key**

A city or area that has a lot of modern buildings that is ugly or unpleasant.

### 5 **Aim** Think To consolidate information in a text; to practise critical thinking skills

- Explain the task and give Ss time to scan the text and decide on two things that impressed them and why.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

I was impressed with the fact that green roofs can be built in the middle of the city.

I liked the idea that roof gardens can save you money in heating costs, which means they are better for the environment.

### 6 **Aim** To consolidate information in a text

- Explain the task and give Ss time to discuss the advantages of having a green roof in pairs.
- Elicit answers from Ss around the class

#### **Suggested Answer Key**

A: Green roofs look very nice and are a colourful change if you live in a drab and grey city.

B: True. And if you have a green roof, you can save money on heating costs.

A: Good point. They also encourage insects and birds to visit and live in the area.

### 7 **Aim** To research online; to create a leaflet

- Explain the task and give Ss time to research green roofs online and make notes under the headings in the Ss book.
- In groups, Ss prepare a leaflet and present it to the class. Display the leaflets in the classroom.
- Alternatively, assign the task as HW and Ss present their leaflets in the next lesson.

(Ss' own answers)

## Going Green 6

### 1 **Aim** To introduce the topic

Ask Ss to look at the title of the text and elicit what they think it means.

#### **Suggested Answer Key**

*It means examining our carbon footprint, which is how our everyday activities affect the environment.*

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

- Explain the task. Ss do the quiz and then read the text to check their answers.
- Check answers with the class.

#### **Answer Key**

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

### 3 **Aim** To complete an open cloze text

- Draw Ss' attention to the gaps in the text. Remind Ss that they must read the text and use the context and the words before and after the gap to work out what the missing word is. Do the first item with Ss to model the task, then give Ss time to complete it.
- Check answers with the class. Then have Ss read out the completed text. Assign one paragraph to each S.
- Ss explain the words in bold.

#### **Answer Key**

1 as 4 this 7 away 10 how  
2 much 5 on 8 off/out  
3 about 6 to 9 Now

**come up with:** create/design or solve sth

**measurement:** a result usually obtained by calculating sth such as numbers

**aluminium foil:** metal that is in the form of thin sheets

**instead of:** as an alternative to

**indoors:** in a house or building

### 4 **Aim** To use pictures as inspiration for ideas

- Draw Ss' attention to the pictures. Give Ss time to discuss the pictures in pairs and how they show ways we can help the environment.
- Check answers with the class.

### **Suggested Answer Key**

Picture A Buy organic or locally produced vegetables.

Picture B Play outside, instead of surfing the Net indoors.

Picture C Turn off water when not using it.

Picture D Use public transport.

### 5 **Aim** To personalise the topic

- Ss use the link in the text to calculate their carbon footprint. In pairs, Ss discuss the results and whether they follow the tips in the text.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

A: My carbon footprint is 5.7. I try to recycle and only use public transportation.

B: My footprint is 6.3. I reuse paper bags and water bottles. We don't have an air conditioner and I always turn off the lights when I leave a room.

### 6 **Aim Think** To expand the topic; to practise critical thinking skills

- Explain the task and give Ss three minutes to write what else we can do to reduce our carbon footprint.
- Have a class discussion about the ideas.

#### **Suggested Answer Key**

*It helps not to leave appliances on like computers and TVs. Not leaving water running while brushing your teeth or when in the kitchen saves a lot of water. I could turn down the heat in the house and wear warmer clothes to save energy.*

### 7 **Aim** To research online; to write a quiz

- Explain the task and give Ss time to carry out research. In groups, Ss prepare their own quizzes. Alternatively, assign this task as HW.
- Photocopy the quizzes. Each group swaps quizzes with another. Ss complete the quizzes and then give them back to the original group.
- Each group analyses the results and reports their findings to the class.

(Ss' own answers)

# Evaluations Key

## Evaluation 1 (Modules 1-2)

- 1** 1 baker's 4 restaurant  
2 jeweller's 5 newsagent's  
3 fishmonger's 6 bank
- 2** 1 tour 3 sword 5 armour  
2 cloakroom 4 display
- 3** 1 playwright 3 inventor 5 singer  
2 scientist 4 painter
- 4** 1 Does Kevin work 4 always buys  
2 am thinking 5 don't open  
3 aren't going
- 5** 1 Have you been looking  
2 haven't met  
3 has been  
4 Have you tried  
5 have been waiting
- 6** 1 use 4 gone  
2 hasn't finished 5 saw  
3 Was Emma sleeping 6 would visit
- 7** 1 had visited  
2 Did your parents explore  
3 wasn't doing  
4 were sketching  
5 didn't meet  
6 Had you been talking
- 8** 1 on 3 on 5 in  
2 through 4 away
- 9** 1 C 2 D 3 A 4 E 5 B

## Evaluation 2 (Modules 3-4)

- 1** 1 D 2 B 3 A 4 C 5 F 6 E
- 2** 1 spread 3 tap 5 installed  
2 stream 4 share 6 sends
- 3** 1 fairytale 3 USB stick 5 smartwatch  
2 biography 4 headphones 6 keyboard

- 4** 1 will finish  
2 are you going to go  
3 won't break  
4 are going to drop  
5 aren't going to buy  
6 Is Alice coming  
7 does the ferry leave  
8 won't watch

- 5** 1 would walk (type 2)  
2 will feel (type 1)  
3 would have started (type 3)  
4 won't go (type 1)  
5 would have passed (type 3)  
6 wouldn't need (type 2)

- 6** 1 Can 5 doesn't have to  
2 might 6 must  
3 wasn't able to 7 Shall  
4 shouldn't 8 mustn't

- 7** 1 watching 4 downloading  
2 use 5 to design  
3 to come 6 talking

- 8** 1 on 3 about 5 out of  
2 up with 4 in

- 9** 1 e 2 d 3 c 4 b 5 a

## Evaluation 3 (Modules 5-6)

- 1** 1 solar 4 helicopter 7 pollution  
2 airport 5 cabin  
3 beach 6 poverty
- 2** 1 uses 3 all-inclusive 5 port  
2 filters 4 contamination
- 3** 1 face 3 preserve 5 shine  
2 reach 4 affect 6 damage
- 4** 1 who/that 4 who/that  
2 which/that 5 which/that  
3 whose 6 whose

## Evaluations Key

- 5** 1 Is the wildlife park visited by many people?  
2 The dogs haven't been fed yet.  
3 The black rhino should be protected from hunters.  
4 Will the conservation centre be opened by a celebrity?  
5 The snow leopard wasn't adopted (by them) in the end.  
6 Our cat was looked after by the neighbours while we were away.

- 6** 1 no one      4 enough      7 every  
2 everywhere    5 any      8 too  
3 something    6 somewhere

- 7** 1 more crowded      4 busier  
2 the tallest      5 the worst  
3 as warm      6 the most beautiful

- 8** 1 She asked who had packed the passports.  
2 He said (that) Mark had been reading a book on the plane.  
3 She told me/said (that) she would call me the next/ following day.  
4 They said (that) they hadn't booked tickets.  
5 Mum told us not to take off our seatbelts.  
6 He said (that) he had been looking for cheap flights.

- 9** 1 through      3 in      5 on  
2 of      4 of

- 10** 1 C      2 E      3 A      4 D      5 B

# Student's Book Audioscripts

## Module 1 - My neighbourhood

### 1f - Exercise 5 (p. 25)

This week only at Edward's Electronics the 'Super X' game console is on sale! The 'Super X' has 1 TB (terabyte) storage and Blu-ray technology for DVDs. The item comes with two wireless controllers. This can be yours for only a shocking 199 pounds. Limited supplies available. Sale ends Saturday.

### Progress Check 1 - Exercise 6 (p. 28)

Don't miss the best sale of the year! This laptop has a 17 inch HD display and a 16 gigabyte memory system! It also includes a 2 terabyte hard drive. It has a built-in HD webcam and microphone! This laptop can be yours for only 800 pounds! This exclusive deal is only available this Monday, so hurry while stocks last!

## Module 2 - Long ago

### 2a - Exercise 6 (p. 33)

**Man:** Hello and welcome to today's episode of *History Now!* We're on the island of Crete in the Mediterranean to find out about a fascinating ancient civilisation - the Minoans. Here's archaeologist Maria Hobbs to tell us more about Minoan society.

**Woman:** Hi, everyone. Well, the Minoans were an advanced civilisation. They caught fish and grew crops for food, made different types of cloth for clothes, and created beautiful art. In my opinion, however, it's their society that proves how advanced they really were.

**Man:** Why is that?

**Woman:** Well, first of all, the Minoans didn't just work, eat and sleep. They also created their own entertainment. We've found ruins of what we think were theatres, and Homer mentions that the Minoans were skilled dancers.

**Man:** Interesting. Did they also have sports for entertainment?

**Woman:** Yes. It seems they loved boxing, and another sport - bull-jumping.

**Man:** That sounds dangerous!

**Woman:** It was! A person stood in front of a bull, and as it ran towards them, they grabbed its horns and jumped over its back. There are lots of frescos here in Crete showing this sport, and they also show us something else about Minoan society: many of the bull-jumpers were women.

**Man:** Well, why not?

**Woman:** Of course, it sounds obvious to us - these days, we know men and women are equally good at

sport. But in other Mediterranean societies at the time of the Minoans, women stayed inside the home. The fact that Minoan women played sports tells us their civilisation was very advanced.

**Man:** So Minoan men and women were equal?

**Woman:** It seems so. In fact, the Minoans built temples not for gods, but for a goddess. We don't know her name, but she appears in art. She's usually holding a snake in each hand.

**Man:** So there's still more to learn about the Minoans?

**Woman:** Oh, yes - lots more! Archaeologists discovered a lot of what we know right here at Knossos, and we think it's still got some secrets. Let me show you around.

### 2c - Exercise 3b (p. 36)

**Male adult:** Hello and welcome to *Blast from the Past*, the nation's favourite history game show! Today, we've got two students from Russell High School with us - Katie Evans and Paul Davies. Round one is science. Paul, you first. Who was the first woman to win a Nobel Prize?

**Teenage boy:** Marie Curie, for sure.

**Male adult:** That's right. She is also the only woman, so far, to win two Nobel Prizes - for Physics in 1903 and for Chemistry in 1911. Katie, your turn. In 1977, humans sent the Golden Record into space. It was a special message to show any alien life out there what Earth was like. It had 116 pictures on it, greetings in 55 languages and pieces of music, but who created it?

**Teenage girl:** That was Carl Sagan, the famous astronomer.

**Male adult:** That's correct! Two copies of the Golden Record are still travelling through space as we speak, aboard the spacecraft *Voyager 1* and *Voyager 2*. They're now over 22 billion kilometres from Earth! OK, now it's time for some questions on the arts. Paul, are you ready?

**Teenage boy:** Yes, I'm ready.

**Male adult:** OK! Which famous Greek opera singer was born in New York in 1923?

**Teenage boy:** I think that was Maria Callas.

**Male adult:** You're right! Now, Katie, not such an easy one for you. Do you know who wrote the play *The Chairs* in 1952?

**Teenage girl:** Yes, I studied it at school last year! It was Eugene Ionesco.

**Male adult:** Right! Now, it's the final question. You've both got two points, so this point goes to whoever gets the answer first. The question is: What was the name of the boat Charles Darwin sailed around the world on?

**Teenage boy:** Was it the *Mayflower*?



# Student's Book Audioscripts

**Male adult:** I'm afraid not, Paul. Katie – do you know the answer?

**Teenage girl:** Erm ... was it the *HMS Beagle*?

**Male adult:** That's correct! Well done! You're the winner of Round 1. Now onto Round 2 ...

## 2f – Exercise 6 (p. 41)

Good morning, everyone, and welcome to Swift Tours of London. Today's tour starts at the Victoria and Albert Museum, which we Londoners call the V & A. It's close to your hotel – just five minutes' walk away on Cromwell Road. Queen Victoria laid the first stone of the building in 1899, so it's over 100 years old. There are 2.3 million artefacts inside, including furniture, clothing, jewellery, art and books. Some are up to 5,000 years old! You can explore the museum with a free guided tour, and backpacks are available for children. If you feel like a rest and a bite to eat, you can also visit the world's first museum café at the V&A. There's lots to see and do, and entry is free, but make sure you meet us back outside at noon, when the tour continues on to Hyde Park and Kensington Gardens.

## Progress Check 2 – Exercise 6 (p. 44)

OK, everyone, the school trip to Warwick Castle is next Thursday. The castle is south-east of Birmingham and the coach trip there takes about an hour. The trip is very useful for your History class, as William the Conqueror built Warwick Castle in 1068, although of course it looks completely different today, as many people have added to it in the years since then.

We arrive at the castle at 10 am when it opens, and we watch an archery show. Then, we explore the castle by walking along the walls and climbing the towers. After lunch, we have a sword-fighting workshop, and then we look at the collections inside the castle – it's like a museum, with furniture and armour on display. Then we finish our trip in the castle dungeon!

The price of the trip is sixteen pounds. This covers the coach journey and the special price of eight pounds for your ticket to enter the castle. Please give the money and the permission form from your parents to me by Tuesday morning.

## Module 3 – Entertainment & mass media

### 3f – Exercise 4 (p. 57)

#### Speaker 1

I love music and I enjoy learning about new songs and albums, so I read *Popstar!* magazine. It usually has

some information about my favourite bands. *Popstar!* was the first magazine with full colour and glossy paper. It now has pages on fashion and beauty, as well as games and competitions where you can win prizes. I also like the magazine because it comes with huge posters. I have Miley Cyrus and the Jonas Brothers on my bedroom wall, but I'm still waiting for Meyers!

#### Speaker 2

There's some great gossip in *J-14*. I love reading about celebrities that are my age, what they're saying, who they're dating. I like watching films and I'm looking forward to seeing the new interviews with the *Stranger Things* stars. Now they have a competition to see who can make the best Upside Down T-shirt.

#### Speaker 3

*Teen Vogue* is the magazine for me. I like celebrities, but my main interest is fashion and clothes. Every month there is a Teen Best Dressed section, which is very interesting. There are other sections that give me beauty tips. I can get up to date with information about entertainment and stories on current issues, so it's a really useful magazine for body and mind.

#### Speaker 4

I like reading, but I also enjoy writing. I buy *Youth Outlook* because I can read news which is written by people who are the same age as me. It gives me a chance to write articles and send them in. My favourite subjects are health, education, and anything I think is important in my country and our world.

#### Speaker 5

*Twist* is a girls' magazine that I read for all the latest on films, music and style. I like the Speak Up! part. Readers write in with questions and problems, and lots more write back with their own advice, opinions and stories. It's nice to feel we have a voice and somewhere to go to talk openly.

## Progress Check 3 – Exercise 6 (p. 60)

#### Speaker 1

It's not one of those ones that really makes you scream, but it's still pretty scary. I'm glad my friend Toby was watching with me, making jokes so I laughed now and again. That's the only thing that stopped me from turning it off!

#### Speaker 2

It was about a scientist who discovers how to read people's minds. It wasn't one of those ones where

# Student's Book Audioscripts

you're laughing so hard you cry. But it was amusing, and it had the kind of humour I like. Clever, rather than silly, I mean.

## Speaker 3

I didn't enjoy it much, though I usually like films about space and aliens and so on. But I thought the story was a bit old and none of the actors really seemed to try. The scenes of rockets arriving on Mars were amazing, however.

## Speaker 4

It never stopped! From the first scene, where the hero rescues a woman from falling off a bridge, to the final fight – everything was fantastic! The car chases looked really dangerous and there were some really funny bits, too.

## Speaker 5

Well, it's about this knight who wants to marry a princess, but the king won't let him. The usual thing. But instead of a dragon, he has to fight a huge terrifying wolf. And he can't kill it with a normal sword – he has to find a magic one first.

## Module 4 – Tech world

### 4f – Exercise 5 (p. 73)

Good morning, everyone. My name is Danny Howard and I'm going to talk to you today about Ann Makosinski. Has anybody heard of her? ..... No? OK, well, she's a teenager unlike any other! While most teens her age were out at the cinema or skate park, she was trying to make a difference to someone else's life. When the fifteen-year-old from Canada heard that a friend of hers in the Philippines didn't have enough light to read at night, she invented a special new type of torch called the Hollow Flashlight which doesn't need batteries or a power supply to work. This device can help millions of people around the world who don't have access to electricity and can't see or work once night falls. It works by taking the heat from the holder's hand, passing it through special tiles inside the torch and turning it into a beam of light. It can even light up for twenty minutes at a time. Ann Makosinski is my inspiration and I think she can teach us all an important lesson about hard work and creativity. As Ronald Reagan said, "We can't help everyone, but everyone can help someone." Does anyone have any questions? (pause) Well, thank you for listening. That's all I have time for today.

### Progress Check 4 – Exercise 6 (p. 76)

Good morning, everybody, and thanks for tuning in to Talk Radio 98.5. This morning I want to tell you all about an exciting event happening in Patchway Town Centre at the Town Hall. It's called the Patchway Science Fair and it's this Sunday starting at 11 am. The event is in its fourth year and it promises to be bigger and better than ever before!

The theme of this year's Science Fair is 'solving problems', so the judges are looking for any invention or idea that can make people's lives better. There are lots of problems out there in the world, from climate change to air pollution, and we want to hear how to solve them, so get your thinking caps on!

If your idea is a good one, there are lots of exciting prizes for you to win. The first place prize is a 3D printer; can you believe it? Second place gets a cash prize of £500 and third place gets a smartwatch. There are lots of other goodies to win throughout the day, so make sure you get there early.

## Module 5 – Mother Earth

### 5f – Exercise 6 (p. 89)

**Steve:** Hello?

**Tom:** Hi, Steve. It's Tom calling. How are you?

**Steve:** Oh, hi Tom. Fine thanks, and you?

**Tom:** Great. Guess what I'm doing this weekend!

**Steve:** What?

**Tom:** It's our town's annual Green Day. Experts will be there discussing environmental problems. People help clean up the parks and collect recyclable rubbish. I'm going to plant trees. Perhaps you're interested in helping out?

**Steve:** It sounds like a great idea. Will there be anything about endangered animals? Everyone is worried about global warming and saving the rainforest, but they often forget about the endangered animals.

**Tom:** You're right. Look, Bob and Peter are meeting me at my house at ten and then we are going down to the town centre. Do you want to join us?

**Steve:** Sure, why not.

**Tom:** Great! See you then.

**Steve:** OK, bye.

### Progress Check 5 – Exercise 6 (p. 92)

**Jane:** Hi, William. I didn't see you at the youth club on Friday evening. Did you go away for the weekend?

**William:** Hi, Jane. Yes, I went to Bristol. I came back on Sunday evening. I had a great time there. On Saturday, I went to a hot-air balloon festival!

**Jane:** Really? That sounds exciting! Did your sister go too?

**William:** No, it was just me and my dad. Rachael and Mum went shopping in the city.

**Jane:** So, what did you see at the festival?

**William:** Well, there were lots of balloons of every size and colour from around the world. Some balloons looked like cartoon characters while others looked like film stars. It was really impressive. And there was a live music stage, too – and stalls with tasty snacks. The highlight for me, though, was when I went on a hot-air balloon ride.

**Jane:** Wow! That must have been really exciting!

**William:** Well, it was for me, but my dad was nervous the whole time! He kept worrying that something would go wrong! It certainly wasn't boring anyway!

**Jane:** And did you have to pay for anything during the festival?

**William:** Yes, it was £5 to enter the festival grounds, and then it cost another £10 for the balloon ride. So, it was a bit expensive, but definitely worth it!

**Jane:** Well, it sounds like you had a good time!

## Module 6 – Travel the world

### 6f – Exercise 6 (p. 105)

Do you want to try somewhere different for your next holiday? Well, why not try the wonderful island of Hydra! On this beautiful island in the south of Greece there's lots to see and do. You can walk in the countryside and see lovely beaches that are better than anywhere else in the world. There are also traditional restaurants where you can try tasty fresh food!

Stay in the only town on the island and enjoy the relaxed way of life. It's simply called 'Hydra Port'. The town looks almost exactly like it did 100 years ago. There are shining white buildings, narrow alleyways and hundreds of steps to climb.

But perhaps the best thing about Hydra is that there are no cars on the whole island! To travel you have to ride a bike or hire a donkey. It's totally unique!

So what are you waiting for? Book your trip to unique Hydra today!

### Progress Check 6 – Exercise 6 (p. 108)

Hello, everyone. I'm Perry Baker from the Sunset Travel Agency – the best travel agency in town! We've got a great deal for you this summer! Malta is a beautiful island in the Mediterranean Sea, and we're offering a two-week package holiday there! Malta gets over 300 sunny days a year, so you're sure to get nice weather! Your hotel is the Seaside Inn. It's only 100 metres from a beach where you can go swimming, snorkelling and diving! And the hotel is just 15 kilometres from the capital city, Valetta. There you can visit museums and see old stone buildings from its 7,000-year history! This holiday includes flights, your hotel room and one meal a day – all this for just £1,250 per person! This is a chance you don't want to miss!

## World Tales

### Exercise 3 (p. 110)

Some sailors said that they saw a monster living in the ocean. It looked like a whale and they decided to find and kill it. Professor Aronnax and Conseil left the harbour on 3rd July, 1867 on the American ship, the *Abraham Lincoln* to find it. It was night time, 200 miles off the coast of Japan, when they saw a strange light underwater. Professor Aronnax fell in the water and his faithful assistant Conseil followed him. They landed on the sea monster and discovered that it wasn't a monster but a huge metal submarine!

Then suddenly, a door opened in the top of the submarine and a group of men came out. They took Aronnax and Conseil into the submarine where they met Captain Nemo. Nemo told them that the submarine was called the *Nautilus* and that they would have to stay with him forever. He didn't want anyone in the outside world to know about him and the *Nautilus*.

Captain Nemo took Professor Aronnax down to a room at the bottom of the ship. It was full of amazing objects and it had a huge window that looked out into the deep sea. Professor Aronnax stared in wonder at the wonders of the ocean.

The *Nautilus* continued its underwater journey through the ocean discovering the mysteries of the sea. They saw many amazing things, including a huge oyster with a massive pearl worth thousands of pounds! One of the most surprising was the legendary lost city of Atlantis ...



# Evaluations

# Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:		Mark and comments
1		
2		
3		
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# Cumulative Evaluation

## Student's Self-Assessment Forms

<b>CODE</b>			
*** 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"> <li>• talk about types of markets .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read for key information .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about shapes &amp; types of buildings .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about shops &amp; services .....</li> </ul>	
<ul style="list-style-type: none"> <li>• role-play a dialogue in a shop .....</li> </ul>	
<ul style="list-style-type: none"> <li>• ask for/give directions .....</li> </ul>	
<ul style="list-style-type: none"> <li>• practise pronounced and silent <i>h</i> .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read for detail .....</li> </ul>	
<ul style="list-style-type: none"> <li>• listen for specific information .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about free-time activities and facilities in a town .....</li> </ul>	
<ul style="list-style-type: none"> <li>• listen and read for specific information .....</li> </ul>	
<ul style="list-style-type: none"> <li>• present being a good neighbour .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about the value of community responsibility .....</li> </ul>	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• write a short text about a famous building .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write an email about an open-air market .....</li> </ul>	

**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 wonders of the ancient world .....	
• read for key information and detail .....	
• talk about artefacts .....	
• talk about famous people & jobs .....	
• role-play a dialogue about a famous person .....	
• pronounce /s/, /ʃ/ .....	
• read for specific information .....	
• talk about museums .....	
• listen for specific information .....	
• listen and read for gist .....	
• present an ancient civilisation .....	
• talk about the value of what history teaches us .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a short text about the Minoan civilisation .....	
• write a blog entry about a museum .....	
• write a summary of a text .....	



**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 types of media .....	
• read for specific information .....	
• talk about types of literature .....	
• talk about TV programmes & films .....	
• role-play a dialogue choosing a TV programme .....	
• pronounce /e/, /æ/ .....	
• read for key information .....	
• listen for key information .....	
• conduct a survey .....	
• read for cohesion and coherence .....	
• listen for confirmation .....	
• present an audio-visual creation .....	
• present my favourite magazine .....	
• talk about the value of music .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• create an advertisement for a mythical world .....	
• write a survey report .....	

**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 electronic devices .....	
• read for detail .....	
• talk about technology .....	
• talk about computers .....	
• role-play a dialogue complaining about damaged goods .....	
• learn intonation in questions .....	
• listen for specific information .....	
• listen and read for gist .....	
• prepare a podcast .....	
• present smartphone etiquette .....	
• talk about the value of respect .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a short description of an app .....	
• write a short text about a new device/gadget .....	
• write a leaflet giving advice .....	

**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 global issues & solutions .....	
• read for detail .....	
• talk about green landmarks .....	
• design a green building .....	
• talk about geographical features .....	
• design a poster about geographical features in my country .....	
• learn idioms relating to geographical features .....	
• role-play a dialogue buying something in a shop .....	
• learn intonation in exclamations .....	
• read for gist .....	
• act out a telephone conversation asking for information .....	
• listen for specific information .....	
• present coral reefs .....	
• present what we can do to protect the environment .....	
• talk about the value of environmentalism .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a short article about a green building .....	
• write an email asking for information .....	

**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 weather .....	
• read for specific information .....	
• talk about holiday accommodation .....	
• talk about means of transport .....	
• role-play a dialogue buying a bus ticket .....	
• learn intonation in question tags .....	
• read for key information .....	
• talk about car-free destinations .....	
• listen for specific information .....	
• listen and read for cohesion and coherence .....	
• describe an imaginary situation .....	
• create a brochure about a place of natural beauty .....	
• present a place of natural beauty in my country .....	
• talk about the value of responsibility .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a short text about a holiday destination .....	
• write an email about a holiday experience .....	
• write a summary of a novel .....	

## Progress Report Cards

### Progress Report Card

#### Module 1

..... (name) can:

	very well	OK	not very well
talk about types of markets			
read for key information			
talk about shapes & types of buildings			
talk about shops & services			
role-play a dialogue in a shop			
ask for/give directions			
practise pronounced and silent <i>h</i>			
read for detail			
listen for specific information			
talk about free-time activities and facilities in a town			
listen and read for specific information			
present being a good neighbour			
talk about the value of community responsibility			
write a short text about a famous building			
write an email about an open-air market			

## Progress Report Card

### Module 2

..... (name) can:

	very well	OK	not very well
talk about wonders of the ancient world			
read for key information and detail			
talk about artefacts			
talk about famous people & jobs			
role-play a dialogue about a famous person			
pronounce /s/, /ʃ/			
read for specific information			
talk about museums			
listen for specific information			
listen and read for gist			
present an ancient civilisation			
talk about the value of what history teaches us			
write a short text about the Minoan civilisation			
write a blog entry about a museum			
write a summary of a text			

## Progress Report Card

### Module 3

..... (name) can:

	very well	OK	not very well
talk about types of media			
read for specific information			
talk about types of literature			
talk about TV programmes & films			
role-play a dialogue choosing a TV programme			
pronounce /e/, /æ/			
read for key information			
listen for key information			
conduct a survey			
read for cohesion and coherence			
listen for confirmation			
present an audio-visual creation			
present his/her favourite magazine			
talk about the value of music			
create an advertisement for a mythical world			
write a survey report			

## Progress Report Card

### Module 4

..... (name) can:

	very well	OK	not very well
talk about electronic devices			
read for detail			
talk about technology			
talk about computers			
role-play a dialogue complaining about damaged goods			
learn intonation in questions			
listen for specific information			
listen and read for gist			
prepare a podcast			
present smartphone etiquette			
talk about the value of respect			
write a short description of an app			
write a short text about a new device/gadget			
write a leaflet giving advice			



## Progress Report Card

### Module 5

..... (name) can:

	very well	OK	not very well
talk about global issues & solutions			
read for detail			
talk about green landmarks			
design a green building			
talk about geographical features			
design a poster about geographical features in his/her country			
learn idioms relating to geographical features			
role-play a dialogue buying something in a shop			
learn intonation in exclamations			
read for gist			
act out a telephone conversation asking for information			
listen for specific information			
present coral reefs			
present what we can do to protect the environment			
talk about the value of environmentalism			
write a short article about a green building			
write an email asking for information			

## Progress Report Card

### Module 6

..... (name) can:

	very well	OK	not very well
talk about weather			
read for specific information			
talk about holiday accommodation			
talk about means of transport			
role-play a dialogue buying a bus ticket			
learn intonation in question tags			
read for key information			
talk about car-free destinations			
listen for specific information			
listen and read for cohesion and coherence			
describe an imaginary situation			
create a brochure about a place of natural beauty			
present a place of natural beauty in his/her country			
talk about the value of responsibility			
write a short text about a holiday destination			
write an email about a holiday experience			
write a summary of a novel			