



**Limba modernă 2
engleză**

Clasa a VI-a

Teacher's Book

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Introduction

This task-based English course is based on the Common European Framework of Reference and is designed for learners studying English for Grade 6, L2.

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

The course consists of:

- The Student's Book which contains: a *Welcome back!* unit as well as six *modules* of six lessons each. There is also a *Fun Time* section and a *Revision* section at the end of each module. There is also a cartoon story at the end of every two modules. At the back of the book there is a *Festivities* section and an *Evaluation* section with revision exercises, as well as a *Reader* Section.
- The Workbook which contains exercises to revise vocabulary and grammar structures presented in the Student's Book.

COURSE COMPONENTS

Student's Book

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

Workbook

The Workbook is in full colour and is divided into two parts. The first part, the Workbook, contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Everyday English, Reading Comprehension, and Writing. All the exercises in the Workbook are marked with graded level of difficulty (*, **). The second part, the Grammar, summarizes and reviews the specific grammar items dealt with in each unit of the course and offers additional exercises.

Teacher's Book

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

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

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

Class Audio CDs

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

Digital Book

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

ELEMENTS OF A MODULE

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

Each module contains the sections described below.

Vocabulary

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

Reading

Each module contains a wide variety of reading texts such as emails, text messages, letters, articles, poems, etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

Grammar

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

Listening

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

Speaking

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

Everyday English

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

Pronunciation

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

Fun Time

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

Study Skills

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

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

Writing

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

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

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

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

Across Cultures section

In these interesting and informative pages, students are provided with cross-cultural information and read about aspects of various countries which are thematically linked to the module. The section also contains related tasks and creative projects, such as making a poster, which give

students the chance to process the information they have learnt and compare it to the culture of their own country.

Revision

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

Monstertrackers

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

Evaluation

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

SUGGESTED TEACHING TECHNIQUES

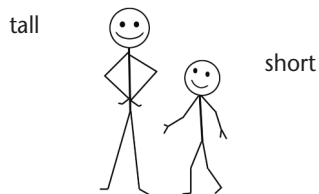
A – Presenting new vocabulary

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

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

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

- *Use of (bilingual/monolingual) dictionary.* Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching.* Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



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

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

B – Writing

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

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

C – Assigning homework

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

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

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases.
- *Spelling.* Students learn the spelling of particular words without memorising the text in which they appear.

- *Reading aloud.* Assisted by the Digital Book, students practise at home in preparation for reading aloud in class.
- *Writing.* After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

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

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

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

E – Class organisation

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

TYPES OF LEARNING STYLES

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

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

EVALUATION

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

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

Initial Evaluation

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

Formative Evaluation

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

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

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

Cumulative Evaluation

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

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

ABBREVIATIONS

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

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

Welcome back!

(pp. 8-9)

1 **Aim** To present, revise and practise the verb *to be* in the affirmative and the negative forms

- Ss close their books. Write on the board: *I am Ingrid. I'm Ingrid.* Present the full and contracted forms of the present simple affirmative of the verb 'to be'.
- Point to a S. Say: *You're Mario.* Then write it on the board.
- Point to a male S in the class and say: *He's Tony.* Then write it on the board.
- Point to a female S in the class and say: *She's Maria.* Then write it on the board. Continue with the rest.
- Then present the present simple negative of the verb 'to be'. Say, then write on the board: *I'm English. I'm not French.* Underline the words *I'm not.* Elicit how the negative of the verb 'to be' is formed (by adding *not* after *am, is, are*). Do the same to present all persons singular and plural in both full and contracted forms.
- Ss open their books and read the box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 *is* 3 *am* 5 *is* 7 *are*
2 *am* 4 *is* 6 *is*

2 **Aim** To practise using the verb *to be* (affirmative & negative)

- Explain the task.
- Draw Ss' attention towards the pictures and the prompts.
- Allow Ss time to complete the task and check their answers.

Answer Key

1 *'m/am not, 'm/am* 3 *is not/isn't, 's/is*
2 *are not/aren't, 're/are* 4 *are not/aren't, 're/are*

Aim To make a photo profile

- Explain the task and assign for homework.
- Ss can use the text in Ex. 1 as a model.
- Ss present their profiles in class.

(Ss' own answers)

3 **Aim** To present/revise/practise the verb *to be* (interrogative & short answers)

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

Answer Key

2 *Is, Yes, he is./No, he isn't. (He is from Romania.)*
3 *Are, Yes, they are./No, they aren't.*
4 *Is, Yes, he is./No, he isn't. (He's forty.)*
5 *Are, Yes, I am./No, I'm not.*
6 *Is, Yes, it is./No, it isn't. (My favourite colour is yellow.)*

4 **Aim** To listen for specific information

- Explain the task.
- Play the recording.
- Allow Ss time to listen and mark the sentences.
- Check Ss' answers.

Answer Key

1 *T* 2 *F* 3 *F* 4 *T* 5 *F*

5 **Aim** To present and revise subject/object personal pronouns

- Ss close their books. Present the subject pronouns.
- Point to yourself and say: *I*, then write it on the board. Point to a S and say: *you*, then write it on the board. Point to a male S and say: *he*. Then write it on the board. Explain that we use *he* for a boy or a man. Continue for the rest of the subject pronouns.
- Present the object pronouns. Say, then write on the board: *I am a teacher. Look at me.* Underline the words *I* and *me*. Explain that *me* is an object pronoun. Present the other pronouns in the same way. e.g., *He's a student. Look at him.* *She's a student. Look at her.* *It's a desk. Look at it.* etc

Welcome back!

- Ss open their books and read the box, as well as the **Note** box.
- Explain the task.
- Allow Ss time to complete the task and then check their answers.

Answer Key

- 1 *I, me* 3 *She, her* 5 *us, We*
2 *him, He* 4 *They, them*

(pp. 10-11)

6 **Aim** To present and revise the verb *to have got* (affirmative & negative)

- Ss close their books. Present the verb '*to have got*'. Point to your eyes and say: *I have got blue eyes*. Then write it on the board.
- Repeat using the rest of the affirmative forms.
- Drill Ss. Give prompts. Ss make sentences using *have/has got*.
T: *Mary/long hair*
S1: *Mary has got long hair.*
T: *I/short hair*
S2: *I have got short hair.* etc
- Point to your nose and say: *I have got a small nose. I haven't got a big nose*. Write the negative form on the board and underline *haven't got*. Give examples in all forms.
- Ss open their books and read the table as well as a **Note** box.

7 a) **Aim** To practise *to have got* (affirmative & negative)

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

Answer Key

- 1 *'s/has got* 4 *has not/hasn't got*
2 *have not/haven't got* 5 *'ve/have got*
3 *has not/hasn't got* 6 *'s/has got*

7 b) **Aim** To further practise *to have got* (affirmative and negative) using personal examples

- Explain the task and read out the example.
- Ask various Ss around the class to say which of the items in Ex. 7a they have or haven't got.

Suggested Answer Key

I have got a guitar, but I haven't got a DVD player.
I have got a bike, but I haven't got a laptop. etc

8 **Aim** To present the verb *to have got* (interrogative and short answers)

- Ss close their books.
- Point to a S and ask *Has Tim got small ears?* (Yes, he has.) Ask: *Has Tim got big ears?* (No, he hasn't.) Write these on the board and underline *Has and got* (interrogative), *Yes, he has. /No, he hasn't*.
- Explain that the last two sentences are short answers. Elicit from Ss how short answers are formed (*Yes + personal pronoun/noun + have/has – No + personal pronoun/noun + haven't/hasn't*).
- Ss open their books and read the table and the **Note** box.

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

- Explain the task and read out the example.
- Give Ss time to complete the questions and answer them and then check Ss' answers around the class.

Answer Key

- 2 *Have your parents got a car?*
Yes, they have./No, they haven't.
3 *Have you got a brother?*
Yes, I have./No, I haven't.
4 *Has your house got a garden?*
Yes, it has./No, it hasn't.
5 *Has your best friend got a bike?*
Yes, he/she has./No, he/she hasn't.
6 *Have you got a dog?*
Yes, I have./No, I haven't.

10 **Aim** To present and revise possessive adjectives and possessive pronouns

- Ss close their books. Present possessive adjectives and possessive pronouns.
- Point to your pen and say then write on the board: *This is my pen*. Explain that *my* is a possessive adjective. Elicit that possessive adjectives go before the noun they describe.

Welcome back!

- Write on the board: *This pen is mine*. Explain that *mine* is a possessive pronoun. Ask Ss to compare the two example sentences. Elicit that possessive pronouns don't precede a noun.
- Go through the table and the **Note** box in the Ss' book with Ss.
- Allow Ss some time to complete the task. Check Ss' answers.

Answer Key

- | | |
|-------------------|------------------------|
| 1 <i>my, mine</i> | 3 <i>their, theirs</i> |
| 2 <i>his, his</i> | 4 <i>our, ours</i> |

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11 **Aim** To present and revise *there is/there are* (affirmative and negative)

- Ss' books closed. Say then write on board: *There is a book on the desk. There are some pens on the desk*. Explain that we use *there is/there are* to say that an object exists in a place. *There is* is the singular form and *there are* is the plural form.
- Say then write on the board: *There isn't a pencil on the desk. There aren't any hats on the desk*. Explain that these are the negative forms.
- Say then write on the board: *Is there a notebook on the desk? Are there any rubbers on the desk?* Explain that these are the interrogative forms and that we use the short answer *Yes, there is./No, there isn't. and Yes, there are./No there aren't*.
- Ss' books open. Give Ss time to read the table and the **Note** box.

12 **Aim** To practise *there is/there are* (affirmative and negative)

- Draw Ss' attention to the picture and give Ss time to complete the sentences.
- Check Ss' answers.

Answer Key

- | | | |
|---------------------|-----------------------|---------------------|
| 1 <i>There is/s</i> | 3 <i>There aren't</i> | 5 <i>There are</i> |
| 2 <i>There are</i> | 4 <i>There isn't</i> | 6 <i>There is/s</i> |

13 **Aim** To practise *there is/there are* (interrogative & short answers) using personal examples

- Read out the example and ask Ss to ask and answer questions about their bedrooms in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: *Is there a chair in your bedroom?*

B: *No, there isn't.*

A: *Is there a lamp in your bedroom?*

B: *Yes, there is. etc*

Game!

- Divide the class in pairs.
- Ss play the game as described in the Ss' book.
- Each pair keeps a score.
- The player who guesses correctly the most is the winner.

Suggested Answer Key

A: *cupboard*

B: *kitchen – desk*

A: *bedroom/study etc.*

14 **Aim** To revise parts of the body

- Draw Ss' attention to the picture and give them time to complete the labels.
- Check Ss' answers around the class.

Answer Key

- | | | | |
|---------------|---------------|---------------|-----------------|
| 1 <i>hair</i> | 4 <i>eye</i> | 7 <i>leg</i> | 10 <i>mouth</i> |
| 2 <i>head</i> | 5 <i>knee</i> | 8 <i>hand</i> | 11 <i>nose</i> |
| 3 <i>ear</i> | 6 <i>foot</i> | 9 <i>arm</i> | |

Opposites

- Draw Ss' attention to the table.
- Allow some time to complete the opposites.
- Elicit answers from Ss around the class.
- Then, allow Ss time to write short descriptions of two of their friends using the opposites and words form Ex. 14.

Answer Key

- | | |
|---------------------|---------------------|
| <i>long ≠ short</i> | <i>young ≠ old</i> |
| <i>tall ≠ short</i> | <i>plump ≠ thin</i> |
| <i>big ≠ small</i> | |

Suggested Answer Key

Marc is short and thin. His hair is short hair, and he's got a small nose and brown eyes.

Rob is tall and plump. He's got short brown hair. His eyes are blue and he's got small ears.

15 **Aim** To revise clothes

- Draw Ss' attention to the pictures and the words in the list.

Welcome back!

- Read out the words and allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 a hat	6 a belt	11 trousers
2 socks	7 a shirt	12 gloves
3 a coat	8 a T-shirt	13 shorts
4 trainers	9 a jacket	14 a dress
5 a skirt	10 a jumper	15 boots

Describe a classmate

- Explain the task.
- Ss complete the task in pairs. Monitor the activity around the class.

Suggested Answer Key

A: *She's got long black hair. She's tall and thin. She's got a small mouth and small eyes.*

B: *Is she Tania?*

A: *Yes, she is.*

Describe a friend

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

Suggested Answer Key

My friend Marco is tall and thin. He's got short blond hair. He's wearing blue shorts and a green T-shirt. He's also wearing a jacket and trainers.

(pp. 14-15)

16 **Aim** To present and practise family member vocabulary

- Draw Ss' attention to the pictures.
- Read out the vocabulary and ask Ss to use their dictionary to find any words they don't know.
- Allow Ss time to complete then check their answers.

Answer Key

1 grandfather	6 grandmother	11 wife
2 husband	7 uncle	12 daughter
3 aunt	8 mum	13 brother
4 cousin	9 dad	
5 sister	10 son	

Your family tree

- Explain the task.
- Allocate the activity for homework.
- Ss present their family trees in the next lesson.

(Ss' own answers)

17 **Aim** To practise numbers

Explain the exercise. Allow Ss time to complete the exercise.

Answer Key

	8 MORE	8 LESS
25	33	17
32	31	24
43	51	35

	10 MORE	10 LESS
27	37	17
80	90	70
34	44	24

18 a) **Aim** To listen for gist

- Direct Ss' attention to the pictures and elicit what they show (Picture A: three older people in business clothes talking and shaking hands-Picture B: three young girls laughing and talking-Picture C: two young teenage students/girls talking).
- Play the recording.
- Give Ss time to match the correct dialogue to the correct picture. Check Ss' answers.

Answer Key

1 B 2 A

b) **Aim** To act out dialogues and practise greetings & introductions

Divide the class into groups of three. Ss take roles and read out the dialogues. Monitor the activity around the class and ask some pairs to act out the dialogues in front of the class.

(Ss' own answers)

19 **Aim** To present the language of asking for/giving personal information

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

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

Go through the library card and elicit/explain what the missing information is. [1) surname, 2) place, 3) month, 4) numbers]. Play the recording. Ss listen and fill in the missing information. Check Ss' answers.

Welcome back!

Answer Key

- | | |
|----------|-------------|
| 1 Morley | 3 September |
| 2 Hulme | 4 6343291 |

b)  **To practise asking for/giving personal information**

- Ask Ss to work in pairs and take turns to ask and answer the questions in Ex. 19.
- Then, Ss prepare a library card for their partner like the one in Ex. 20a.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *What's your name?*

B: *Maria Putin.*

A: *How do you spell it?*

B: *P-U-T-I-N*

A: *What's your date of birth?*

B: *It's 7th April.*

A: *How old are you?*

B: *I'm thirteen years old.*

A: *Where are you from?*

B: *I'm from Moscow.*

A: *What's your address?*

B: *It's 15 Chayanova Street, Moscow.*

A: *What's your phone number?*

B: *095 250 6169*

At work, at play

Topic

In this module Ss will explore the topic of routines, activities, & jobs.

Module page

16-17

Lesson objectives: To get an overview of the module.

Vocabulary: routines & activities (*play sports, catch the bus to school, get up, watch TV, eat breakfast, do homework, surf the Net, have lessons, hang out with friends, go to bed*)

1a Reading

18-19

Lesson objectives: To predict the content of the text, to listen for the gist, to read for specific information, to compare information, to express likes and dislikes.

Vocabulary: nouns (*pancake, vegetable*); adjective (*delicious*); verbs & phrases (*to relax, playing computer/video games, eating out, fishing, listening to music, going to parties, painting, reading a magazine, going to the cinema, playing football, watching a DVD, watching a match, going swimming, going sailing*); days of the week (*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*)

1b Grammar

20-21

Lesson objectives: To learn about and practise using the present simple (affirmative, negative and interrogative).

1c Skills

22-23

Lesson objectives: To listen and read for the gist, to read for specific information, to practise talking about school subjects, to listen for specific information, to make a comparison

Vocabulary: school subjects (*Design and Technology, Geography, Maths, English, PE, Art, Music, ICT, Science, History*); noun (*break*); adjective (*typical*); verb (*to perform, to put on*)

1d Grammar

24-25

Lesson objectives: To learn about adverbs of frequency (*always, usually, often, sometimes, never*) and question words (*what, who, where, how, how old, when*).

1e Everyday English

26

Lesson objectives: To talk about free-time activities, to repeat situational phrases, to read for specific information, to act out a dialogue, to practise pronunciation.

1f Across Cultures

27

Lesson objectives: To listen and read for specific information, to present a famous sport.

Fun Time 1

28

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

Revision 1

29

Module 1

What's in this module?

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

Aim Find the page numbers for

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

Answer Key

a blog entry (p. 18)

Do you write/read a blog? If yes, what's it called? What's it about? If no, would you like to? Why (not)?

a strange school (p. 22)

What is a strange school? What's your school like? Is your school strange?

a dialogue (p. 26)

What is a dialogue? Can you think of a time today where you had a dialogue with someone?

Vocabulary

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

- Explain the task and write the headings on the board.
- Elicit which activities go under each heading.

Answer Key

Daily routines: *catch the bus to school, get up, eat breakfast, do homework, have lessons, go to bed*

Free-time activities: *play sports, watch TV, surf the Net, hang out with friends.*

2 **Aim** To talk about your daily routine and free-time activities and revise how to tell the time

- Draw a clock similar to the one on p. 16 on the board and explain the theory.
- Then, explain the task. Ask Ss to work in pairs and take turns to ask and answer questions about their daily routines and free-time activities.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: *What do you do in the morning?*

B: *I get up early and eat breakfast and then I catch the bus to school.*

A: *What do you do in the afternoon?*

B: *I do my homework, then I watch TV or surf the Net. etc*

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

1a

1 a) **Aim** To identify where a blog is published

- Explain the task.
- Then, ask various Ss for their answer.

Answer Key

on the internet

b) **Aim** To predict the content of a text

- Direct Ss' attention to the text and the picture and elicit Ss' guesses as to what Mary does on Sundays.
- Play the recording. Ss listen and follow the text in their books and check.

Answer Key

I think Mary plays football on Sundays.

2 **Aim** To read for specific information

- Explain/Elicit what the words in the **Check these words** box mean.
- Allow Ss some time to read the text, answer the question and mark the statement.
- Check Ss' answers. As an extension, Ss can correct the false statements.

Answer Key

The main idea of the text is what Mary does on her favourite day.

1 F 2 T 3 F 4 T5 F 6 T

3 **Aim** To make notes from a text and categorise information

- Explain the task.
- Draw Ss' attention to the **Study Skills** box and read it out in the class.
- Ask Ss to copy the table with the headings into their notebooks and complete it with information from the text.

Answer Key

Morning	Afternoon	Evening
<i>have breakfast, play football, help her mum in the kitchen, have a traditional lunch</i>	<i>visit her grandparents</i>	<i>go to the cinema or stay home & watch a DVD, never do homework, have fun and relax</i>

4 **Aim** To describe someone's routine and compare it to someone else's routine

- Ss use their completed tables in Ex. 3 to talk about Mary's Sunday activities and how similar Mary's Sunday is to their own typical Sunday.
- Ask various Ss to share their answers.

Suggested Answer Key

On Sundays, Mary gets up late. She has breakfast and then she plays football. She helps her mum in the kitchen and then she usually has a traditional lunch.

In the afternoon, she sometimes visits her grandparents. In the evening, she goes to the cinema or stays home and watches a DVD. She never does any homework. She just has fun and relaxes.

My typical Sunday is not very similar to Mary's. I usually get up late too, and have breakfast. Then, I usually go for a walk with my family and we have lunch together at a nice restaurant. In the afternoon, I usually take my dog for a walk and in the evening I sometimes listen to music or watch a DVD with my older brother.

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

Days of the week

Aim To revise the days of the week

- Allow Ss some time to copy the task in their notebooks and complete the box.
- Check Ss' answers.

Answer Key

Monday

Wednesday

Friday

5 **Aim** To present vocabulary for weekend activities

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

6 **Aim** To practise using vocabulary for weekend activities

- Explain the task.
- Direct Ss to look at the different activities in Ex. 4.
- Allow Ss some time to complete the task.
- Ask different Ss around the class to share their answers.

Suggested Answer Key

- 1 ... watching a match
- 2 ... playing computer games
- 3 ... fishing
- 4 ... going to parties
- 5 ... painting
- 6 ... reading a magazine

7 **Aim** To write a blog about your weekend

- Explain the task.
- Suggest to Ss that they can use the text on p. 18 as a model and their answers in Ex. 6 (p. 19) to complete the task.
- Go through the **Study Skills** box with the Ss.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Suggested Answer Key

I love the weekend. I usually stay in bed late on Saturday. After breakfast, I play football and then go swimming. After lunch, I like hanging out with my friends and playing video games. On Saturday evening, I often go to the cinema.

On Sunday, I usually get up at 10 and have breakfast. Then I usually go fishing with my grandfather. In the afternoon, I have lunch with my family and in the evening I love relaxing and watching a match.

1b

1 **Aim** To present the *present simple* affirmative and understand its use for routines/habits, and general truths

- Ss close their books. Present the present simple. Say: *I get up at 7:30*. Write it on the board. Underline *live* and explain that this verb is in the *present simple*. Point to a S and say: *You get up at 7:30*. Then write it on the board. Underline *get*. Point to a male S and say: *He gets up at 7:30*. Then write it on the board. Underline *gets*. Explain that the third person singular usually takes an *-s*. Present the other persons in the same way.
- Explain the spelling rules of the third person singular by writing the verbs *miss*, *finish*, *play*, *watch*, *mix*, *go*, *cry* on the board. Stress the difference between the spelling of *play* and *cry*.
- Ss open their books. Read the table and the **Note** box aloud. Focus Ss' attention on the uses of the tense (*for habits, routines and general truths*).

Module 1

2 **Aim** To revise the third-person singular form of the *present simple* and identify third person verb endings

- Explain the task and read out the **Pronunciation** box.
- Ask Ss to copy the table into their notebooks.
- Give Ss time to complete it with the verbs and then play the recording for Ss to listen and check their answers.
- Play the recording again with pauses for Ss to repeat either chorally or individually. Pay attention to Ss' intonation.

Answer Key

/s/: eats, walks, gets up, helps

/z/: tidies, reads, does, enjoys, has, plays, goes

/ɪz/: watches, finishes

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

Give Ss time to complete the gaps in the text with the correct verbs and then check Ss' answers by asking various Ss to read out the completed text.

Answer Key

1 gets up 4 finishes 7 watches

2 starts 5 walks 8 reads

3 helps 6 has

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

- Ss close their books. Write on the board: *I don't like Mondays. She doesn't like Mondays.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/we/they do not/don't* and *he/she/it does not/doesn't* to form the negative of the present simple. Point out that the main verb is the same for all persons.
- Then write on the board: *Do I like Mondays? Yes, I do./No, I don't. Does she like Mondays? Yes, she does./No, she doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the present simple. Focus Ss' attention on the position of *do/does* (before the personal pronoun). We answer in the short form with *Yes/No, I/you/we/they do/don't* and *he/she/it does/doesn't*.
- Ask Ss questions to check their understanding.
T: *Do you like sport?*
S1: *Yes, I do./No, I don't.*
T: *Does your mum work?*
S2: *Yes, she does./No, she doesn't. etc*

- Ss open their books and read the table.
- Explain the task and allow Ss time to complete.
- Check Ss' answers.

Answer Key

2 *Jake does not/doesn't walk to school.*

3 *Amy does not/doesn't live in a big house.*

4 *Meg and Nat do not/don't play tennis every Monday.*

5 *Eric and I do not/don't watch a DVD on Saturdays.*

5 **Aim** To practise the *present simple* (negative & interrogative) and revise the prepositions of time

- Draw Ss' attention to the **Note** box and explain the use of the prepositions of time.
- Check Ss' understanding by saying different times and eliciting the correct prepositions from Ss around the class.

| T: *night* | S1: *at night* | T: *July* | S1: *in July, etc* |

- Explain the task and read out the example.
- Ss work in pairs and ask and answer questions using the prompts.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

Answer Key

A: *Does Kevin play tennis?*

B: *No, he doesn't. He plays basketball.*

A: *Does Kevin watch TV in the morning?*

B: *No, he doesn't. He watches TV in the evening.*

A: *Does Kevin get up at 7:00?*

B: *No, he doesn't. He gets up at 8:00.*

A: *Does Kevin speak French?*

B: *No, he doesn't. He speaks Romanian.*

OR

A: *Does Kevin play tennis or basketball?*

B: *He plays basketball. He doesn't play tennis.*

A: *Does Kevin watch TV in the morning or in the evening?*

B: *He watches TV in the evening. He doesn't watch TV in the morning. etc*

Weekend activities

- Explain the task.
- Ss work in pairs.
- Allow Ss some time to complete the task.
- Ask different Ss around the class to share their answers.

Suggested Answer Key

Lena doesn't go fishing at the weekend but she usually eats out with her family. She always listens to music on Saturday and she often watches a DVD with her sister on Sunday.

1c

1 a) To present vocabulary for school subjects

- Explain the task.
- Ask Ss to say their favourite subject.
- Draw Ss' attention to the **Note** box on p. 23.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

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

Suggested Answer Key

My favourite school subject is Design and Technology.

b) To personalise the topic

Give Ss some time to formulate their answers and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

I do English and Maths 5 times a week.
 I do PE and Music 2 times/twice a week.
 I do Science, History and Geography 4 times a week.
 I do Design and Technology, and ICT once a week.
 I don't do Art.

2 To predict the content of a text and listen for confirmation

- Elicit Ss' guesses as to what subjects the students do there.
- Read through the options and elicit answers from around the class.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Suggested Answer Key

I think students do English, Maths, PE, Science and Music.

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

3 To read for specific information

- Explain/Elicit the meanings of the words in the **Check these words** box.
- Allow Ss time to read the text and complete the task.
- Check Ss' answers.

Answer Key

- 1 It's a circus school.
- 2 It's in Australia.
- 3 The students do subjects like English, Maths and Science, but they also do Drama, Music and Visual Arts classes.
- 4 They begin at 9 am.
- 5 They've got two breaks.
- 6 They perform their tricks in front of people of all ages.

4 To compare two schools

- Explain the task and read out the example.
- Ss work in pairs to formulate their answer.
- Monitor the activity around the class and then ask some pairs to share their descriptions with the class.

Suggested Answer Key

In my school, we start at 08:30. We don't start at nine.
 In my school, we have got three breaks. We haven't got two.
 In my school, we have a carnival every year. We don't put on a show.

5 To listen for specific information

- Explain the task.
- Play the recording. Ss listen and circle the correct answer.
- Check Ss' answers around the class.

Answer Key

1 C 2 B 3 A 4 B 5 C

6 To write a text about your school

- Explain the task.
- Suggest to Ss that they can use their response in Ex. 4 and the text in Ex. 2 as a model.
- Allow Ss some time to formulate an answer.
- Select various Ss to share their answer in front of the class.

Module 1

Suggested Answer Key

My school

My school is great. We learn Maths, Science, Music, English, Art, History and Geography. A typical day at my school starts at 8:30am and finishes at 3pm. We've got three breaks at my school and organise a carnival every year.

1d

1 **Aim** To present adverbs of frequency

- Explain the task and read out the examples.
- Elicit where in the sentence the adverbs of frequency appear (*before the main verb, but after the verb 'to be'*).

2 **Aim** To practise using adverbs of frequency

Allow Ss time to complete the sentences and elicit answers from Ss around the class.

Answer Key

- | | |
|----------------|-----------------|
| 2 often does | 5 always drinks |
| 3 never watch | 6 usually plays |
| 4 am sometimes | |

3 **Aim** To practise using adverbs of frequency and sentence structure

- Read out the example to the class.
- Give time to complete the sentences then check answers.

Answer Key

- 2 Lyn sometimes reads books at night.
- 3 Jenny always studies for tests.
- 4 Harry usually watches TV in the morning.
- 5 Tom and I often work on Saturdays.

4 **Aim** To practise using adverbs of frequency using personal examples

- Give Ss time to respond to the questions.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 I never watch silly programs on TV.
- 2 I often listen to music.
- 3 I sometimes eat out.
- 4 I often go to the park.
- 5 I always help with the housework.
- 6 I usually surf the Net.

A message to a friend

- Explain the task.
- Allow Ss time to complete the task and then elicit answers from Ss around the class.

Suggested Answer Key

Hi Tom! Do you want to watch the new adventure film today? It starts at 7.30. We can meet outside the cinema at 7. What do you think?

5 a) **Aim** To present question words

- Ss close their books. Write all the question words on the board. Give an example for each question word and explain when each word is used.

Who is that man? He's Mr Jones. (person)

What is it? It's a pencil. (thing)

Where are my keys? They're here. (place)

How are you? I'm fine. (manner)

How old are you? I'm 10 years old. (age)

When is your birthday? In June. (time)

Whose notebook is this? (possession)

- Ss open their books and read the box and the **Note** box.

b) **Aim** To practise using question words

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

Answer Key

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

6 **Aim** To practise writing questions

- Read out the example and explain the task.
- Allow Ss time to complete and check Ss' answers.

Answer Key

- | | |
|-------------------------|------------------------|
| 2 Who's Bob? | 5 How old are you? |
| 3 When's your birthday? | 6 What's your address? |
| 4 Where's Paul from? | |

7 **Aim** To practise speaking about yourself

- Ask Ss to look at the questions.
- Ask a pair of Ss to read the example aloud.
- Ss ask and answer the questions in closed pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer questions in front of the class.

Suggested Answer Key

- A: *What's your name?*
 B: *My name is Pedro? What's your name?*
 A: *My name is Marta. How old are you?*
 B: *I'm twelve. How old are you?*
 A: *I'm eleven. What's your favourite subject?*
 B: *My favourite subject is Maths? What's your favourite subject?*
 A: *My favourite subject is Art. Where are you from?*
 B: *I'm from Portugal. Where are you from? I'm from Spain.*
 A: *I'm from Spain.*

1e

- 1 a) **Aim** To present the situational language of free-time activities
- Play the recording. Ss listen and repeat either chorally or individually.
 - Focus Ss' attention on the stressed words/syllables. Check Ss' pronunciation and intonation.

- b) **Aim** To recognise situational language and identify the context of a dialogue

Play the recording while Ss listen and follow the dialogue in their books and then elicit what it is about.

Answer Key

It's about free-time activities.

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

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

Answer Key

- 1 *He goes swimming with his friends.*
- 2 *No, he doesn't.*
- 3 *She likes painting.*

- 3 **Aim** To take roles and act out a dialogue

- Ss work in pairs and act out the dialogue.
- Monitor the activity around the classroom, checking correct pronunciation and intonation.
- Ask different pairs to act out the dialogue in front of the class.

- 4 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

Call me. = Give me a ring.

That's true! = I know!

Oh, I don't know. = Oh, I'm not sure.

- 5 **Aim** To pronounce

- Explain the task.
- Draw Ss' attention to the **Study Skills** box.
- Play the recording with pauses for Ss to repeat either chorally or individually. Pay attention to Ss' intonation.

1f

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

- Direct Ss' attention to the pictures and ask Ss if they know anything about these games. Ask them what information they would like to know about them. (e.g. *What time of the year do football matches take place? Who plays football? What is patintero? Where do you play it?*)
- Play the recording. Ss listen and follow the texts in their books and see if they can answer their questions.

Suggested Answer Key

Football matches take place all through the year.

Boys and girls play football.

Patintero is a team game.

You play patintero in the street.

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

- Allow Ss time to read the text again and do the activity.
- Check Ss' answers.

Answer Key

1 F 2 T 3 T 4 F

- 3 **Aim** **ICT** To collect information and present it as a text

- Explain the task.
- Allow Ss to use the Internet, encyclopedias or other sources to research the topic and write a short text.

Module 1

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

Suggested Answer Key

Football is one of the most popular sport in Romania and many teenagers are crazy about it. Schools have their own football teams and towns have their own football clubs, too. There are two teams of eleven players and a match lasts 90 minutes with a break in the middle. The aim is to kick the ball into the opposing team's net to score a goal. The team with the most goals wins. Many teenagers dream of becoming professional football players and playing for their country.

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

Fun Time 1

1 To consolidate vocabulary learnt in the module

- Read out the sentences one at a time and elicit answers from the class, or ask Ss to do them individually.
- Check Ss' answers.

Answer Key

breakfast lessons sports
catch homework

Mark **watches TV** in his free time.

2 Game!

- Split the class in groups.
- Ss play the game as described in the Ss' book.
- The team with the highest score wins.

(Ss' own answers)

3 To test and consolidate information learnt in the module

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

Answer Key

- 1 It's Sunday.
- 2 She usually cooks a traditional Sunday lunch.
- 3 It's in Australia.
- 4 It's football.
- 5 It's a popular street game in the Philippines.

4 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to complete the task.
- Ss can exchange their quiz with another pair, do it and report back to the class.

Answer Key

- 1 What sport does Mary play? (football)
- 2 What does the Flying Fruit Fly Circus train children to do? (perform in a circus)
- 3 Who do the circus students perform for? (people of all ages)
- 4 When do UK children play football matches? (at the weekend)
- 5 What do the losers do in Patintero? (carry the winners on their backs)

5 To listen for specific information

- Play the recording. Ss listen to the song and say which school subjects the singer mentions.
- Check Ss' answers.

Answer Key

Science, Art, Geography, English, Maths, History

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

Revision 1

1 To consolidate vocabulary learnt in the module

- Give Ss time to look at the pictures and complete the crossword.
- Then, check Ss' answers.

Answer Key

DOWN

1 MATHS

5 SCIENCE

ACROSS

2 MUSIC

6 ICT

3 ART

7 ENGLISH

4 HISTORY

8 PE

2 To consolidate vocabulary learnt in the module

- Explain the task.
- Allow Ss some time to complete the exercise, then check their answers.

Module 1

Answer Key

- 1 do 3 catch 5 go
2 have 4 play 6 watch

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

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

Answer Key

- 1 lives 4 does not/doesn't get up
2 do not/don't play 5 Do you read
3 Does Pat watch

4 **Aim** To practise making sentences using adverbs of frequency

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

Answer Key

- 2 You do not/don't often read magazines.
3 Does she sometimes surf the Net?
4 They never watch TV.
5 Does he usually do his homework at school?

5 **Aim** To consolidate question words

- Direct Ss to look at the words listed.
- Allow them time to complete the exercise.
- Check Ss' answers.

Answer Key

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

6 **Aim** To complete a dialogue

- Explain the task.
- Direct Ss to look at the missing parts of the exchanges.
- Give Ss time to finish the task, and then check their answers.

Answer Key

- 1 I usually go swimming with my mum.
2 Do you like painting?
3 What about you?
4 I like playing video games.

Check your progress

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

Places around us

Topic

In this module Ss will explore the topic of places in a city.

Module page

30-31

Lesson objectives: To get an overview of the module.

Vocabulary: places in a city (*florist's, school, bank, bookshop, baker's, park, circus, houses, trees*)

2a Reading

32-33

Lesson objectives: To listen and read for specific information, to talk about shops & products, to write a short paragraph describing a town/city.

Vocabulary: nouns & phrases (*north/east/south/west, tall buildings, city wall*); shops & products (*café, music shop, newsagent's, clothes shop, baker's, florist's, supermarket, jeweller's, chemist's, tissues, aisle, a bunch of roses, shirt, aspirin, paper, necklace, a loaf of bread*)

2b Grammar

34-35

Lesson objectives: To learn about countable/uncountable nouns & quantifiers, to learn about some/any, to learn about the partitives, to write a shopping list.

2c Skills

36-37

Lesson objectives: To listen and read for gist, to read for specific information, to listen for specific information, to write an email about your house and neighbourhood.

Vocabulary: nouns (*block of flats, view, balcony, neighbourhood*); adjective (*five-storey*); adverb (*nearby*); ordinal numbers

2d Grammar

38-39

Lesson objectives: To learn the present continuous (affirmative, negative & interrogative).

2e Everyday English

40

Lesson objectives: To act out dialogues practicing buying clothes.

2f Across Cultures

41

Lesson objectives: To predict content, to listen and read for gist, to practise saying three-syllable words, to write about a popular market or shopping centre.

Fun Time 2

42

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

Revision 2

43

Monstertrackers! 1

44-45

What's in this module?

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

Find the page numbers for

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

Answer Key

a street map (p. 31)

What information does a street map include? Do you use a street map to find your places in a town city? How useful do you think they are?

a shopping basket (p. 35)

What is a shopping basket used for? Have you ever used one? Do you do the supermarket shopping?

an email (p. 36, 39)

What is an email? Do you write or receive emails? Are they a good way to communicate with people?

Vocabulary

1 To present shops

- Draw Ss' attention to the street map and the names of the shops in it.
- Play the recording. Ss listen and repeat chorally or individually.

2 To read a map and identify locations

Look at the map. Ask Ss to ask and answer questions about locations on the map. Use *there is* and *there are* in the questions and answers and the words from the word list. Continue until all words have been used.

Suggested Answer Key

A: Is there a bank?

B: Yes, there is. Is there a school?

A: No, there isn't. Is there a baker's?

B: Yes, there is. Is there a park?

A: No, there isn't. Is there a circus?

B: No, there isn't. Are there houses?

A: No, there aren't. Are there trees?

B: Yes, there are. Is there a bookshop?

A: Yes, there is.

2a

1 To predict the content of the text

- Direct Ss' attention to the pictures (A & B) and the title. Elicit what Ss think the text is about.
- Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

It's about two different cities.

2 To read for specific information

- Explain/Elicit the meaning of the words in the **Check these words** box.
- Allow Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

Answer Key

1 B 2 A 3 B 4 A

3 To read for specific information

Allow Ss some time to read the text and use the information to complete the sentences.

Answer Key

1 ... pretty houses with big gardens.

2 ... going swimming and going ice-skating.

3 ... ancient city walls, bridges and palaces.

4 ... in the fashionable boutiques.

4 To personalise the topic and express your opinion.

Allow Ss a few minutes to formulate their answers and then ask various Ss to read out their sentences to the class.

Suggested Answer Key

I want to visit Verona, Wisconsin, USA, because I can go ice-skating. / I want to visit Verona, Italy, because it has got ancient city walls, bridges and palaces.

Months & Seasons! box

To revise the months and seasons

- Allow Ss a few minutes to complete the box.
- Check Ss' answers.

Answer Key

winter: December, January, February

spring: March, April, May

Module 2

summer: June, July, August

autumn: September, October, November

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

5 To read for gist

- Explain the task and allow Ss some time to read the sentences and match them to the shops.
- Check Ss' answers.

Answer Key

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

Advert collection

- Explain the task and assign it for homework.
- Ss can present their works in the class.

(Ss' own answers)

6 a) To identify places

Ask Ss to identify the places in the photographs.

Answer Key

A supermarket C chemist's
B clothes shop

b) To listen for specific information

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

Answer Key

Dialogue 1: B Dialogue 2: C Dialogue 3: A

Guess the place

- Read through the box and explain the task.
- Check Ss' answers.

Suggested Answer Key

A: Would you like sugar with your coffee, Sir?

B: No, thank you.

C: You are at a café. etc.

7 To write about your town

- Explain the task and brainstorm with Ss for ideas to help them complete the task.
- Draw Ss' attention to the compass and the directions.
- Ss complete the paragraph. Check Ss' answers.

Suggested Answer Key

Timișoara is a big city in the west of Romania. There are many shops, museums and restaurants in Romania. There are also lots of places you can visit. It's a great place to live in.

2b

1 To present countable/uncountable nouns & quantifiers

- Ss' books closed. Explain that some nouns can be counted (e.g. eggs, cars, apples, etc) and these are countable nouns and some nouns can't be counted (e.g. milk, water, coffee, etc). These are uncountable nouns. Explain that we use a/an with countable nouns and some with uncountable nouns.
- Ss' books open. Go through the table with Ss.
- Draw Ss' attention to the **Note** box. Explain the difference between a few/few and a little/little. Write the following sentences on the board: I've got **a few eggs** to make an omelet. (Explain that a few here means not many but enough to make an omelet.) There were **few people** at the seminar. The room was almost empty. (few here means not enough people, almost no one) I've got **a little time**; we can have a coffee. (a little here means not much but enough) I've got **little time**; I can't come with you. (little here means not enough, almost no time)
- Read through the second **Note** box and explain that some nouns are plural in English and they are followed by a plural verb (e.g. Your new glasses are really nice.), and some other nouns are always singular and they are followed by a singular verb (e.g. There isn't any milk left.).
- Explain the exercise and allow Ss some time to complete it.
- Elicit answers from Ss around the class.

Answer Key

2 some, U 6 an, C 10 some, U
3 some, U 7 some, U 11 some, U
4 some, C 8 an, C 12 a, C
5 some, U 9 some, U

2 To practise using quantifiers

- Explain the task.
- Allow Ss some time to complete the task and then check Ss' answers around the class.

Module 2

Answer Key

- 1 a few 3 Not many 5 a little
2 How many 4 little 6 How much

3 **Aim** To present and practise *some/any*

- Read the first two example sentences aloud and explain that we use *some* in affirmative sentences for plural nouns.
- Then read the third example sentence with *some* and explain that we also use *some* in questions when we want to make an offer/request.
- Read the final two examples with *any*. Explain that we use *any* in negative plural sentences and interrogative plural sentences.
- Ss open their books and read the table.
- Explain the task.
- Ss do the task in closed pairs. Check Ss' answers.

Answer Key

- 1 1) *some* 2) *some* 3) *some* 4) *any*
2 1) *some* 2) *any*
3 1) *any* 2) *any* 3) *some*

4 **Aim** To present and revise partitives

- Explain the task and read out the partitives in the list.
- Ss do the task.
- Check Ss' answers.

Answer Key

- 1 *box* 3 *carton* 5 *jar* 7 *loaf*
2 *bag* 4 *bottle* 6 *can* 8 *packet*

5 **Aim** To practise using partitives

- Ss imagine they are in a supermarket.
- Give them time to write a list then choose some Ss to read their list out.

Suggested Answer Key

- Two bags of sugar* *Four cans of cola*
Two packets of spaghetti *Two jars of jam*
Two bottles of milk *One loaf of bread*

2c

1 a) **Aim** To predict the content of the text

- Draw Ss' attention to the **Check these words** box as well as the **Study Skills** box and the picture. Elicit suggestions from Ss around the class.
- Ss do the task in closed pairs.

Suggested Answer Key

It's about a flat.

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

Play the recording. Ss listen and follow the text in their books to see what the email is about.

2 **Aim** To read for specific information

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

Answer Key

- 1 *third* 3 *baker's, florist's*
2 *park* 4 *10-minute*

3 **Aim** To describe an imaginary scene

- Ss think about the scene and use their imagination to describe it to their partners. Monitor the activity around the classroom.
- Then ask various Ss to describe the scene and their feelings to the class.

Suggested Answer Key

The view from the third floor is amazing. I can see the whole neighbourhood. It is nice and quiet and has got a few shops. Next to our building there's a baker's on one side and a florist's on the other. There is also a supermarket and a café.

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

4 **Aim** To listen for specific information

- Explain the task and direct Ss' attention to the table.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

	<i>Karen</i>	<i>Patrick</i>
<i>Where?</i>	<i>in a house outside London</i>	<i>in a flat in Rome</i>
<i>How many rooms?</i>	<i>seven/7</i>	<i>five/5</i>
<i>Favourite room?</i>	<i>her bedroom</i>	<i>kitchen</i>

Note box – Ordinal numbers

Read through the box with Ss and elicit answers from Ss around the class.

Module 2

Answer Key

27 = twenty-seventh

30 = thirtieth

42 = forty-second

56 = fifty-sixth

64 = sixty-fourth

5 a) **Aim** To brainstorm for ideas

- Read the *Study Skills* box aloud and explain/ elicit what brainstorming is (thinking of various ideas related to a theme/topic and writing down whatever comes to mind).
- Allow some time for Ss to brainstorm for ideas.

Suggested Answer Key

My neighbourhood is quiet. There are a lot of houses and a park but there aren't many shops around.

b) **Aim** To use a brainstorming session to write about your neighbourhood

- Explain the task and allow Ss some time to complete the sentences with ideas from their brainstorming session.
- Check Ss' answers.

Suggested Answer Key

1 ... small and quiet.

2 ... house with a garden.

3 ... big and beautiful.

4 ... six rooms.

5 ... cafés and restaurants nearby.

6 ... a cinema.

7 ... the music shop.

8 ... are friendly.

6 **Aim Portfolio** To write an email about your neighbourhood

- Allow Ss time to complete the task in class. Remind Ss to use their answers in Ex. 5 to help them. Ask various Ss to read out their emails to the class.
- Alternatively, assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Maria,

How are you? I hope you are OK. I'm writing to tell you about my house and neighbourhood. I live in a house with a garden. It is in a small, quiet neighbourhood. My house

is big and beautiful. There are cafes and restaurants nearby. There isn't a cinema though. I really like the music shop and go there almost every week.

Anyway, I've got to go now.

Talk to you later,

Mark

2d

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

- Ss close their books. Say: *I am reading now*. Write it on the board. Underline *I am reading*. Explain that this is the *present continuous* tense. Explain that we use the verb *to be* and the main verb + *-ing* to form the affirmative. Explain that we use the *present continuous* to talk about actions which are happening now.
- Ss open their books. Ask Ss to read the table and say how we form the *present continuous*.
- Draw Ss' attention to the spelling rules and elicit further examples.
- Explain the task.
- Ss complete the task. Ask various Ss to read out their sentences.

Answer Key

1 are playing

4 is/'s sitting

2 are/'re having

5 are/'re wearing

3 is/'s lying

2 **Aim** To practise using *present continuous*

Allow Ss some time to complete the task and then check Ss' answers around the class.

Answer Key

2 are/'re having

5 is/'s eating

3 am/'m sitting

6 is/'s shopping

4 are/'re drinking

7 is/'s buying

3 **Aim** To present and practise using *present continuous* (negative & interrogative)

- Ss close their books. Say, then write on the board: *I am not sleeping now*. Explain that this is the negative form of the *present continuous*. Give examples for all persons and explain that we form the negative form of the *present continuous* with subject pronoun/noun + *am/is/are* + *not* + main verb + *-ing*.

- Say then write on the board: *Am I sleeping now?* Explain that this is the interrogative form of the *present continuous*. Tell Ss that we answer in short form with *Yes/No, I am/am not*.
- Ss open their books. Go through the table with Ss and elicit how we form the *present continuous* negative and interrogative.
- Explain the task.
- Allow Ss time to complete the task and check their answers.

Answer Key

- 1 *They are not/aren't watching TV.*
- 2 *She is not/isn't having breakfast.*
- 3 *I am/'m not sitting in the garden.*
- 4 *The sun is not/isn't shining.*

4 **Aim** To form questions and practise the *present continuous*

- Explain the task.
- Ss complete the task. Ask various Ss to read out their questions and answers.

Answer Key

- 2 *Are Lucy and Liam watching TV?*
No, they aren't. They're drawing.
- 3 *Is Tom listening to music?*
No, he isn't. He's surfing the Net.
- 4 *Is the dog sleeping?*
No, it isn't. It's eating the newspaper.
- 5 *Is Jane surfing the Net?*
No, she isn't. She's doing the washing-up.

5 **Aim** To practise the *present simple* and *present continuous*

- Ss close their books. Write on the board: *I watch TV in the evening. I am watching TV now*. Elicit the tense of each sentence (*watch*: *present simple*, *am watching*: *present continuous*) and which sentence describes a habit or routine (*first*) and which one describes an action happening now (*second*).
- Ss open their books.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|--------------------------|-------------------------|
| 1 <i>am/'m writing</i> | 6 <i>am/'m having</i> |
| 2 <i>am/'m having</i> | 7 <i>never eats</i> |
| 3 <i>am/'m sitting</i> | 8 <i>is/'s having</i> |
| 4 <i>are/'re waiting</i> | 9 <i>is/'s bringing</i> |
| 5 <i>usually have</i> | |

6 **Aim** To practise the *present continuous* and *present simple*

- Explain the task and refer Ss to the Word List.
- Allow Ss time to complete the task. Then check Ss' answers.

Suggested Answer Key

- We are having an English lesson now.*
I walk to school every day.
We are studying hard these days.
I eat fish for dinner sometimes.
He plays football on Mondays.
I'm reading a book at the moment.
She usually walks to school.
They never eat fish.
I am doing an exercise.

2e

1 **Aim** To present situational language and memorise sentences

- Play the recording with pauses for Ss to repeat chorally or individually.
- Repeat until memorized.

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

- Play the recording.
- Allow Ss time to read the dialogue again and answer the questions in the rubric.

Answer Key

- Andy wants to buy a (blue) shirt.*
It costs £25.

3 **Aim** To practise role-playing and act out dialogues buying clothes

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

Module 2

Suggested Answer Key

Salesperson: Hello. How can I help you?

Customer: Hi. I'd like that brown pair of boots in the window.

Salesperson: Great choice! What size are you?

Customer: I'm a size 7.

Salesperson: You're in luck! This is the last size 7. Would you like to try them on?

Customer: Yes, thank you.

.....

Customer: They're great. How much do they cost?

Salesperson: They're £90.

Customer: Great! Here you are.

Salesperson: And here's your change and receipt.

4 **ICT** To identify signs in shops

- Explain the task and assign for homework either individually or in pairs.
- Check Ss' answers in the next lesson and ask some Ss to present their work in class.

(Ss' own answers)

2f

1 a) To introduce the topic

Elicit an answer to the question in the rubric from various Ss around the class.

Suggested Answer Key

Yes, there is. You can buy fruit, vegetables and flowers there.

b) To predict the context of a text

- Direct Ss' attention to the pictures and ask Ss around the class to describe them.
- Read out the words in the list. Explain/Elicit the meanings of any unknown words and then elicit which of them Ss think may be found in each market.
- Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

The market on the left has got a fountain and lots of space. I can see fresh fruit and vegetables for sale. The market on the right has lots of nuts and dried fruit. It seems quite exotic.

Answer Key

The English Market: vegetables, meat, fish, fresh fruit

The Spice Market: red pepper, curry powder, sweets, tea

2 To learn the intonation for multisyllabic words

- Allow Ss time to complete the task and check Ss' answers.
- Play the recording. Ss listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Answer Key

- tropical • souvenirs • vegetables • popular • balconies
- tradition • together • exciting • expensive • selection

3 **ICT** To personalise the topic and write about a local market

- Explain the task. Refer Ss to the Internet, encyclopedias or other reference books to find information about a local market and complete the task.
- Ask various Ss to present their market to the class.

Answer Key

Obor Market is in Bucharest and it is one of Romania's biggest and oldest street markets. It is a very colourful market. It sells a wide range of fruit and vegetables, fresh meat, spices, wine and fish, as well as street food. It also has flowers and plants, clothes and shoes and home accessories. Prices are reasonable and the quality is excellent. It is open seven days a week from 7 am to 8 pm.

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

Fun Time 2

1 To consolidate vocabulary learnt in the module

- Give Ss time to read the clues and complete the puzzle.
- Check Ss' answers.

Answer Key

- | | |
|---------------|---------------|
| 1 BANK | 4 CHEMIST'S |
| 2 NEWSAGENT'S | 5 SUPERMARKET |
| 3 BOOKSHOP | 6 MUSIC SHOP |

Keyword: BAKER'S

2 To identify different rooms

- Instruct Ss to look at the pictures and the words in the list to complete the task.
- Check Ss' answers.

Module 2

Answer Key

- 1 bedroom 3 kitchen
2 living room 4 bathroom

3 **Aim** To test knowledge learnt in this module / to do a quiz

Explain the task. Allow Ss some time to complete the task. Then, check Ss' answers.

Answer Key

- 1 F 2 T 3 F 4 T 5 F

4 **Aim** **THINK!** To consolidate vocabulary learnt in this module/to write a quiz

- Explain the task and allow Ss some time to think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. *The Spice Market is in Ireland. (F)*)
- Ss can swap their quiz with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Wisconsin is in the USA. (T)
2 The Spice Market is a very old market in Turkey. (T)
3 The English Market in Cork only sells fish. (F)

Game!

- Explain the task and ask various Ss around the class to answer.

Suggested Answer Key

The table is among four chairs.
The curtains are in front of the window.
The cushions are on the sofa.
The cooker is under the cupboard./The sink is under the cupboard.
The bed is next to the bedside cabinet.
The fireplace is opposite the sink.
The cupboard is above the sink.
The bath is between the toilet and the washbasin. /The mirror is above the washbasin.

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

- Play the recording. Ss listen and follow the song in their books.
- Elicit answers from Ss around the class.

Answer Key

All the goods are on display, Fresh fruit or herbs and spices,
See the colours everywhere

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

6 **Aim** To give an imaginary description

- Ss work in pairs. Allow Ss some time to write down their dialogues.
- Ask various Ss around the class to read out their dialogues.

Suggested Answer Key

A: Good morning, Sir. How can I help you?
B: Good morning. I would like to buy one kilo of apples.
A: Here are you. Would you like anything else?
B: No, thank you. How much does it cost?
A: It's £3.5.
B: Here are you.
A: Thank you very much. Have a nice day.

Revision 2

1 **Aim** To consolidate vocabulary learnt in this module

- Give Ss some time to look at the pictures and complete the crossword.
- Then check Ss' answers.

Answer Key

- 1 NEWSAGENT'S 6 BOOKSHOP
2 FLORIST'S 7 SUPERMARKET
3 CHEMIST'S 8 JEWELLER'S
4 BAKER'S
5 OPTICIAN'S

2 **Aim** To consolidate some/any

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

Answer Key

- 1 much 3 any 5 much 7 many
2 a few 4 some 6 a lot of 8 any

3 **Aim** To consolidate the present continuous

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

Answer Key

- 1 is/s working 4 Is Sam eating
2 Is he sleeping 5 is/'s studying
3 is not/isn't cooking

Module 2

4 **Aim** To consolidate using the *present simple* and the *present continuous*

- Explain the task. Allow Ss some time to fill in with the correct tense.
- Check Ss' answers.

Answer Key

- 1 *does not/doesn't live* 3 *Do the shops open*
2 *are/re going* 4 *is not/isn't wearing*

5 **Aim** To practise responding correctly

- Allow Ss some time to read the sentences and choose the correct response.
- Check Ss' answers.

Answer Key

- 1 *b* 2 *b* 3 *a* 4 *a*

Check your progress

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

Monstertrackers! 1

1 **Aim** To read for gist

Explain the task. Draw Ss attention to the pictures on pp. 44-45 and elicit the answer from various Ss around the class.

Answer Key

The story is about a dinosaur bird, the Ropen, which lives in New Guinea.

2 **Aim** To read for specific information

- Allow Ss some time to answer complete the task.
- Then, check Ss' answers.

Answer Key

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

3 **Aim** To consolidate using new vocabulary

- Explain the task and allow Ss some time to answer complete the task.
- Then, check Ss' answers.

Answer Key

- 1 *bat* 3 *light up* 5 *paint*
2 *wings* 4 *flies*

4 **Aim** To consolidate new vocabulary

- Explain the task and allow Ss some time to answer complete the summary of the story.
- Then, check Ss' answers.

Answer Key

- 1 *are going* 3 *comes* 5 *looks*
2 *lives* 4 *flies*

5 **Aim** To continue a story

- Explain the task and allow some time for Ss to complete it.
- Ask various Ss to read out their answer to the class.

Suggested Answer Key

The Monstertrackers fall on the ground and Jacob invites them all to spend the night at his uncle's house.

Fact or Fiction

Answer Key

- *The Ropen hasn't got any feathers. **Fact***
- *It eats fish. **Fact***
- *It lives in caves. **Fiction***
- Play the video for the Ss and elicit their comments at the end.

Sports & Chores

Topic

In this module Ss will explore the topic of different sports and chores around the house.

Module page

46-47

Lesson objectives: To get an overview of the module.

Vocabulary: chores (*clean the windows, do the laundry, cook dinner, walk the dog, take out the rubbish, dust the furniture, lay the table, do the washing-up, tidy my room, make my bed, wash the car, iron my clothes, do the shopping, vacuum the carpet, mop the floor*)

3a Reading

48-49

Lesson objectives: To predict information, to listen and read for specific information, to practice talking about sports, to practise making invitations & accepting/refusing invitations.

Vocabulary: nouns (*distance, charity, supply*); adjective (*ordinary*); verbs & phrases (*to attend, to raise money*); sports (*football, basketball, tennis, ice hockey, badminton, athletics, swimming, rugby, water polo, volleyball, gymnastics, cricket*)

3b Grammar

50-51

Lesson objectives: To learn about the plural form of nouns (regular & irregular nouns), to learn about *can/may*.

3c Skills

52-53

Lesson objectives: To listen and read for gist, to read for specific information, to match sentences with pictures, to listen for specific information, to talk about road signs, to join sentences, to create a leaflet.

Vocabulary: nouns (*helmet, reflector, brake, chain, tyre, headphones, knee pad*); verb (*to protect*)

3d Grammar

54-55

Lesson objectives: learn imperative/Let's, to learn about the genitive ('s).

3e Everyday English

56

Lesson objectives: listen, read and act out a dialogue and phrases asking for information.

3f Across Cultures

57

Lesson objectives: To predict content, to listen and read for gist, to listen for specific information, to practise pronounce sentences.

Fun Time 3

58

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

Revision 3

59

Module 3

What's in this module?

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

Aim Find the page numbers for

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

Answer Key

road signs (p. 53, 59)

Do you think it's important to know what road signs mean?

Do you have road signs like these in your country?

tips to cycle safely (p. 52)

Do you cycle? Do you think it's important to know the tips on how to cycle safely? Do you know any tips?

sports (p. 49)

Which sports are popular in your country? Do you play any sports? Why (not)?

Vocabulary

1 **Aim** To present vocabulary for chores

- Draw Ss' attention to the pictures and ask various Ss to read out the chore each one shows.
- Play the recording. Ss listen and repeat.

2 **Aim** To activate new vocabulary and revise adverbs of frequency

- Revise adverbs of frequency, then ask Ss to tell their partners how often they do the chores.
- Choose various Ss from around the class to tell the rest of the class how often they do the chores.

Suggested Answer Key

I sometimes do the washing-up.

I usually walk the dog.

I sometimes take out the rubbish.

I always make my bed.

3a

1 **Aim** To introduce the topic and to make predictions about a text

- Direct Ss' attention to the pictures and the title and elicit what the child is doing. Elicit a variety of

answers as to why he is doing this (*for a competition, charity, etc.*).

- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

He is walking because he wants to help people.

2 **Aim** To read for specific information

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

Answer Key

1 *No, he isn't.*

2 *He's twelve (12) years old.*

3 *He walks long distances across the USA.*

4 *It's Red Little Wagon.*

5 *He stops along the way to plant gardens, visit children, give them schoolbags and play with them.*

6 *He gives them schoolbags with food and supplies.*

7 *No, he hasn't.*

8 *He goes to the Florida Virtual Academy.*

3 a) **Aim** To read for specific information and fill in a table

- Explain the task.
- Give Ss some time to read the text and fill in the table.
- Check Ss' answers.

Answer Key

NAME	<i>Zack Bonner</i>
AGE	<i>12</i>
NATIONALITY	<i>American</i>
CHARITY	<i>Little Red Wagon</i>
ACTIVITIES	<i>Charity, lessons, homework</i>
SCHOOL	<i>Florida Virtual Academy</i>

b) **Aim** To think of an alternative title

Elicit other titles for the text from Ss around the class.

Suggested Answer Key

Children helping children

Module 3

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

4 **Aim** To present vocabulary for sports

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

5 **Aim** To practise the use of *do*, *play* and *go* with sports

- Explain the task and refer Ss to their dictionaries to look up the meaning of any unknown words. Allow Ss time to fill in their answers.
- Play the recording for Ss to check their answers.
- Select various Ss to tell the class which sports they enjoy the most.

Answer Key

1 go 3 do 5 play 7 go 9 play
2 go 4 go 6 do 8 do

6 a) **Aim** To present the language for making/accepting/refusing invitations

- Explain the task and ask two pairs of Ss to read the example exchanges aloud.
- Elicit answers to the questions in the rubric.

Answer Key

*I'd love to. and That would be great. accept an invitation.
I'd rather not. and I'm sorry but I can't. refuse an invitation.*

b) **Aim** To practise making/accepting/refusing invitations

- Explain the task and choose two Ss to read out the example exchange. Ss make, accept and refuse invitations in closed pairs.
- Monitor the activity around the class and ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *Would you like to go swimming with me?*

B: *I'd love to.*

A: *Would you like to go skateboarding with me?*

B: *I'm sorry, but I can't. I have to study for my History test tomorrow.*

Present Zach to the class.

- Explain the task and advice Ss to use information in the text.

- Allow Ss to prepare their presentations.
- Ask various Ss to share their presentations with the class.

(Ss' own answers)

3b

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

- Read through the table and the **Note** box.
- Then write on the board: *carpet, mouse, bus, glass, box, toy, family, wife, child*
- Point to different Ss and elicit the plural forms of the nouns (*carpet* → *carpets*, *mouse* → *mice*, *bus* → *buses*, *glass* → *glasses*, *box* → *boxes*, *toy* → *toys*, *family* → *families*, *wife* → *wives*, *child* → *children*).
- Ask Ss to identify the irregular nouns in the list. (*mouse, child*)
- Explain the task and allow time for Ss to memorise the pictures.
- Allow various Ss to say which words they remember.

2 **Aim** To practise the plurals

- Explain the task and allow time for Ss to complete.
- Play the recording for Ss to check their answers.
- Play the recording again for Ss to repeat either chorally or individually.

Answer Key

2 children	9 toys	16 dresses
3 babies	10 lives	17 people
4 apples	11 boxes	18 dreams
5 leaves	12 animals	19 wishes
6 watches	13 eggs	20 women
7 parks	14 feet	
8 mice	15 pencils	

3 **Aim** To practise the plurals

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

Answer Key

1 people	3 leaves	5 children
2 Babies, hours	4 games	

4 a) **Aim** To present *can/may*

- Ask various Ss around the class to read out an example in the theory box.
- Draw Ss' attention to the **Note** box and read the examples.

Module 3

b) **Aim** To practise using *can/may*

Answer Key

- 2 *can* 4 *May* 6 *May*
 3 *May* 5 *Can/May*

5 **Aim** To practise *can/may*

- Explain the task.
- Allow Ss some time to complete the task and check their answers.

Answer Key

- 2 *May I use the phone, please?*
 3 *Can Ann borrow your coat?*
 4 *May I go out now?*
 5 *Can I watch TV?*
 6 *You can't play outside with your friends.*

6 **Aim** To practise making polite requests using *can/may*

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

Answer Key

- 2 A: *Can I have a glass of water, mum?*
 B: *Yes, you can.*
 3 A: *May I use the school computer?*
 B: *No, you can't/may not.*
 4 A: *Can I use your camera?*
 B: *No, you can't.*

3c

1 **Aim** To introduce the topic

Elicit answers to the questions in the rubric from various Ss.

Suggested Answer Key

- a) *Yes, I have./No, I haven't.*
 b) *Yes, I do./No, I don't.*
 c) *Because it's fun./Because it's hard.*

2 **Aim** To predict the content of the text

- Direct Ss' attention to the pictures and elicit what they know about safe cycling. Draw Ss' attention to the tip in the *Study Skills* box.
- Play the recording. Ss listen and follow the text in their books and check.

Suggested Answer Key

To cycle safely you must wear a helmet, gloves, kneepads, and bright colours. You must respect road signs. You must look after your bike and check it regularly and you mustn't listen to music while cycling.

3 **Aim** To read for specific information

- Allow Ss some time to read the text and find the answers to the sentences.
- Check Ss' answers.

Answer Key

- 1 *tips*
 2 *breaks, chains and tyres*
 3 *regularly*
 4 *a helmet, gloves and knee pads*

4 **Aim** To read for specific information

- Allow Ss some time to read the text and mark the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 *F* 2 *F* 3 *T* 4 *T* 5 *F*

5 **Aim** To match the pictures to sentences in the text

- Explain the task and allow Ss some time to match the sentences to the pictures.
- Check Ss' answers.

Answer Key

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

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

6 **Aim** To listen for specific information

- Explain the task. Ask Ss to read the questions and the possible answers to familiarise themselves with the content of the recording. Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

- 1 *black* 2 *Bingley* 3 *£100* 4 *helmet*

Act out a dialogue

- Play the recording again to better memorise the dialogue.
- Ss act out the dialogue in pairs.

7 **Aim** To practise the negative form of the imperative

- Draw Ss' attention to the signs and elicit where we can see these signs (*in cafes/restaurants, in the subway, on the streets, etc.*).
- Explain the task and allow Ss time to complete.
- Check Ss' answers.

Answer Key

Don't park here. *Don't drive fast.*
Don't cycle here. *Don't turn left.*
Do not enter.

8 **Aim** **ICT** To present road signs

- Explain the task and assign for homework.
- Check Ss' work in the next lesson.

Suggested Answer Key



This sign means 'Don't eat or drink here'.

We can see this sign in museums, libraries or the metro.

9 **Aim** To practise using connectors

- Direct Ss to the **Note** box and read the theory about connectors to the class.
- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- Ice hockey is fun but sometimes you can get hurt.*
- We spend Saturday morning playing football and then we go cycling.*
- I can't swim well but I love it.*
- He loves playing basketball because it helps him stay fit.*
- We enjoy going sailing and fishing.*

10 **Aim** **ICT** To create a leaflet and practice using the imperative

- Explain the task and assign for homework.
- Encourage Ss to use the *How to cycle safely* tips, on p. 52 in their books, as a sample.
- Check Ss' work in the next lesson.

Suggested Answer Key

How to be a safe pedestrian

Walking down the street is something we all do without thinking, but if we are not careful it can be dangerous.

Here are a few tips for pedestrians to keep safe:

- *Look both ways before crossing the street.*
- *Don't cross the street when the red light for pedestrians is on.*
- *Don't wear headphones.*
- *Don't walk in the dark.*
- *Don't use your cell phone for calls and texting.*

3d

1 **Aim** To present the imperative/Let's

- Draw Ss' attention to the table and elicit how the imperative is formed (with the verb but without the subject, the negative imperative is formed with *Do not/Don't* and the verb).
- Write the following on the board to explain the use of the imperative.
Close your books. (instruction)
Be quiet! (order)
Have a biscuit. (offer)
Open the window, please. (request)
- Write *Let's make dinner.* on the board and explain that we use *Let's* to make suggestions.

2 **Aim** To practise using the imperative

- Explain the task.
- Allow Ss some time to complete the task. Select Ss from the class to read out their answers.

Answer Key

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

3 **Aim** To practise using the imperative

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

Module 3

Answer Key

- | | |
|------------------------------|-------------------------|
| 1 Don't eat or drink. | 4 Don't run. |
| 2 Be quiet. | 5 Listen to your guide. |
| 3 Don't touch the paintings. | |

4 **Aim** To present the genitive

- Ss close their books. To present the genitive ('s) point to a student's book and say: *This book is Paula's*. Write it on the board. Indicate some desks in the classroom and say: *These are the student's desks*. Write it on the board. Say then write: *I'm Bob and Ann's teacher*. Point to the legs of the chair. Say and write: *These are the legs of the chair*.
- Ss open their books. Ask them to read the theory box, as well as the **Note** box, and match the examples you have written on the board with the examples in the theory. Elicit answers round the class.

5 **Aim** To practise the genitive

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

Answer Key

- | | |
|---------------------|--------------|
| 1 boy's | 4 children's |
| 2 men's | 5 lady's |
| 3 roof of the house | 6 women's |

6 **Aim** To practise the genitive

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

Answer Key

- | | |
|------------------------|--------------------------|
| 1 Alice's car | 4 colour of the dress |
| 2 windows of the house | 5 boys' bikes |
| 3 door of the room | 6 taste of the chocolate |

7 **Aim** To practise the genitive and *who/whose*

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

Answer Key

- | | |
|---------------|------------------|
| 1 Who, Tony's | 4 Whose, Mary's |
| 2 Who, girls' | 5 Who, brother's |
| 3 Who, boys' | |

3e

1 a) **Aim** To practise pronunciation of situational language

Play the recording. Ss listen and repeat.

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

- Ss listen and follow the text in their books and answer the questions.
- Check Ss' answers.

Suggested Answer Key

Jake wants to ask about what time he must be at the camp and what he can bring with him.

Because people must know when they must arrive and what they can or cannot bring to the camp.

2 **Aim** To read for specific information

- Ss listen and follow the text in their books and answer the questions.
- Check Ss' answers.

Answer Key

- 1 He must arrive at the camp before 4 pm on Sunday.
- 2 He wants to take his mobile phone and his pet spider.
- 3 No, they don't.

3 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss.

Answer Key

- 1 OK! = All right!
- 2 What's your name please? = Can I have your name please?
- 3 What can I do for you? = How can I help you?

4 **Aim** To act out a dialogue and consolidate situational language.

- Ask Ss to work in pairs and read out the dialogue.
- Monitor the activity around the classroom and ask some groups to act out the dialogue in front of the class.

3f

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

- Initiate a class discussion about classroom rules and elicit Ss' opinions about other rules around the world.
- Play the recording. Ss listen and follow the text in their books and check.
- Elicit Ss' answers as to what rules they have got in their school.

Suggested Answer Key

In my school we are not allowed to eat, drink, or chew gum in class. I don't think that the rules are the same in schools all around the world.

2 **Aim** To read for specific information

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

Answer Key

1 F 2 T 3 T 4 F

3 **Aim** To pronounce linking sounds

- Allow Ss time to do the task. Then play the recording with pauses for Ss to listen and repeat chorally or individually.
- Check Ss' answers. Play the recording again if necessary.

Suggested Answer Key

- 1 *Can I have an apple?*
- 2 *I am always late for school.*
- 3 *I hope it's OK for Anna to come with us.*
- 4 *How about eight o'clock?*

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

Fun Time 3

1 **Aim** To practise vocabulary learnt in this module

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

Answer Key

- take out the *rubbish*
- do the *shopping*
- cook *dinner*
- hoover the *carpet*
- clean the *windows*
- lay the *table*
- mop the *floor*
- iron the *clothes*

2 **Aim** To encourage Ss' imagination and creativity

- Explain the task and allow Ss time to choose a phrase and draw a picture of it.
- As Ss to present their drawings and decide on the funniest/cleverest etc.

(Ss' own answers)

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

- Explain the task. Allow Ss time to read the sentences and mark them true or false.
- Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 T 5 F

4 **Aim** **THINK!** To consolidate knowledge acquired in the module

- Explain the task and allow Ss time to look through the module and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Give an example [*e.g. Zach Bonner is American. (T)*].
- As an extension, Ss may swap quizzes with their partners and then report back to the class on their partners' questions.

Answer Key

- 1 *Zach Bonner hasn't got a home. (F)*
- 2 *Zach helps people. (T)*
- 3 *You don't need lights on a bike. (F)*
- 4 *You must wear gloves, knee pads and a helmet when cycling. (T)*
- 5 *Students in the UK must use mobile phones in lessons. (F)*

Game!

Aim To personalise the subject

- Split Ss into teams.
- Explain the task and ask them to perform their mime in front of the class.

Module 3

5 **Aim** To listen for specific information

- Play the recording. Ss listen and answer the question in the rubric.
- Check Ss' answers.

Suggested Answer Key

Rules are made to keep us safe, make our lives easier, keep us out of trouble and help us be good people.

6 **Aim** **THINK!** To create an opinion

- Elicit answers from Ss around the class.

Answer Key

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

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

Revision 3

1 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

- | | |
|----------|--------|
| 1 lay | 4 take |
| 2 Hoover | 5 make |
| 3 iron | |

2 **Aim** To practise using *can/may*

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

Answer Key

- | | | |
|---------|-------|-------|
| 1 can't | 3 May | 5 Can |
| 2 Can | 4 can | |

3 **Aim** To practise using the imperative form

- Direct Ss to look at the pictures and the verbs in brackets.
- Explain the task.
- Allow Ss some time to complete and check Ss' answers.

Answer Key

- | | |
|--------------|---------------|
| 1 Stop | 4 Don't turn |
| 2 Don't park | 5 Don't cycle |

4 **Aim** To practise the genitive

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

Answer Key

- 1 Who's Tony? He's John and Mary's cousin.
- 2 Sam is Laura's husband.
- 3 Mark is Ann's teacher.
- 4 Peter is the girl's uncle.
- 5 These are the men's hats.

5 **Aim** To practise completing exchanges

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

Answer Key

- 1 How can I help you?
- 2 I'm afraid not.
- 3 Can I have
- 4 I see
- 5 Can I bring

Check your progress

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

Legends

Topic

In this module Ss will explore the topic of legendary and famous people and mythical creatures.

Module page

60-61

Lesson objectives: To get an overview of the module.

Vocabulary: famous people (*architect, queen, actor, actress, footballer, singer, physicist, princess, president, painter, explorer*); nationalities (*Italian, Chinese, Hungarian, American, German, English, British, Spanish, Portuguese*)

4a Reading

62-63

Lesson objectives: To listen and read for specific information, to recall information from the text, to compare information, to do a project.

Vocabulary: nouns (*flames, ashes, beast, a mane, a horn, a tail, claws, a beak, wings, feathers*); adjectives (*golden, thick, single, sharp*); verb (*burst*); mythical creatures (*hippogriff, unicorn, cyclops, dragon, phoenix*)

4b Grammar

64-65

Lesson objectives: To learn about the past form of the verb *to be* (*was/were*) and *There was/There were*, to pronounce strong and weak forms.

4c Skills

66-67

Lesson objectives: To listen and read for specific information, to practise talking about appearance and character, to listen for specific information.

Vocabulary: nouns (*army, sword, emperor, hometown*); verb (*to join, to fight*) appearance (*Hair: curly, straight, long, dark, fair, Lips: thin, full, Face: round, thin, long, Nose: wide, long, big, small, Height: tall, medium-height, short, Age: old, middle-aged, young, Weight: plump, overweight, well-built, slim, thin*); character (*patient ≠ impatient, serious ≠ funny, stupid ≠ clever, hardworking ≠ lazy, cowardly ≠ brave, honest ≠ dishonest*)

4d Grammar

68-69

Lesson objectives: To learn about *could* (*ability in the past*), to learn about the past simple (*regular verbs, affirmative*).

4e Everyday English

70

Lesson objectives: To listen, read and repeat phrases describing a film, to listen, read and act out a dialogue describing a film.

4f Across Cultures

71

Lesson objectives: To listen for specific information, to present a famous person.

Fun Time 4

72

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

Revision 4

73

Monstertrackers! 2

74-75

Module 4

What's in this module?

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

Find the page numbers for

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

Answer Key

mythical creatures (p. 62, 63)

Do you know what a mythical creature is? Can you name any? Are there any mythical creatures from your country?

a painter's biography (p. 71)

Can you name any other painters? What were they famous for?

a woman with a sword in ancient China (p. 66)

What do you think this picture is showing? Can you think of any other heroines?

Vocabulary

1 To identify historical figures

- Draw Ss' attention to the pictures and ask various Ss to read out the names, countries and dates for each person.
- Explain/Elicit the meanings of any unknown words and read out the example, then Ss match the people to what they were.

Suggested Answer Key

Albert Einstein was a German physicist.

Leonardo da Vinci was an Italian architect.

Cleopatra was an Egyptian queen.

Miklos Feher was a Hungarian footballer.

Vasco da Gama was a Portuguese explorer.

Elizabeth Taylor was an American actress.

Bruce Lee was a Chinese actor.

Elvis Presley was an American singer.

Pablo Picasso was a Spanish painter.

Abraham Lincoln was an American president.

2 To talk about historical figures

- Draw Ss' attention to the *Study Skills* box on p. 61
- Explain that we read years before 2000 by splitting them into two numbers (e.g. 1450 = fourteen fifty, 1899 = eighteen ninety-nine).

- Ask two Ss to read out the example exchange then Ss ask and answer in pairs. Monitor the activity around the class.
- Explain that when a date is BC we count down to zero to go forwards in time.

Answer Key

A: *When was Cleopatra born?*

B: *In 69 BC. When did she die?*

A: *In 30 BC. Where was she from?*

B: *Egypt.*

A: *When was Vasco da Gama born?*

B: *In 1469. When did he die?*

A: *In 1524. Where was he from?*

B: *Portugal.*

A: *When was Albert Einstein born?*

B: *In 1879. When did he die?*

A: *In 1955. Where was he from?*

B: *Germany.*

A: *When was Miklos Fehér born?*

B: *In 1979. When did he die?*

A: *In 2004. Where was he from?*

B: *Hungary.*

A: *When was Elizabeth Taylor born?*

B: *In 1932. When did she die?*

A: *In 2011. Where was she from?*

B: *The UK.*

A: *When was Leonardo da Vinci born?*

B: *In 1452. When did he die?*

A: *In 1519. Where was he from?*

B: *Italy.*

A: *When was Bruce Lee born?*

B: *In 1941. When did he die?*

A: *In 1973. Where was he from?*

B: *China.*

A: *When was Abraham Lincoln born?*

B: *In 1809. When did he die?*

A: *In 1865. Where was he from?*

B: *The USA.*

A: *When was Elvis Presley born?*

B: *In 1935. When did he die?*

A: *In 1997. Where was he from?*

B: *The USA.*

A: *When was Pablo Picasso born?*

B: *In 1881. When did he die?*

A: *In 1973. Where was he from?*

B: *Spain.*

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

3 To make a collage

- Explain the task and assign for homework.
- Ss present their collages in the class in the next lesson.

(Ss' own answers)

4a

1 To introduce the topic and stimulate interest in the text

- Draw Ss' attention to the two pictures and answer the questions.
- Ask various Ss around the class for their answers.
- Play the recording. Ss listen and follow the text in their books and find out the answers to the questions in the rubric.

Answer Key

the centaur the centaur the phoenix

2 To read for specific information

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

Answer Key

1 F 2 T 3 T 4 F 5 T

3 To recall information

- Direct Ss to close their books.
- Ask different Ss from the class to recall two things they remember from each text.

Answer Key

*Centaur was half human and half horse.
Chiron was an astronomer and teacher of medicine.
The phoenix was from India and Egypt.
The phoenix could be born again from its ashes.*

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

4 To consolidate information from a text

Allow Ss a couple of minutes to review the text in Ex. 1 and then ask various Ss around the class to tell the differences between the creatures in the Harry Potter books and the same creatures in mythology.

Answer Key

The centaurs in mythology were wild dangerous beasts. The centaurs in the Harry Potter books were intelligent and could see the future. Both types of centaurs lived in the forest and both had one special centaur who was a teacher. The phoenix in mythology and the phoenix in the 'Harry Potter' books were not different at all. They could burst into flames and be born again from the ashes.

Background Information

J K Rowling was born Joanne Rowling on 31st July 1965 in England. She is an author and the creator of the Harry Potter series of books about a boy wizard. The books are very popular and have also been made into films.

5 To introduce vocabulary of mythical creatures

Draw Ss' attention to the pictures and ask various Ss to read out the name of each creature. Play the recording. Ss listen and repeat chorally or individually. Elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

6 a) To present vocabulary of animal characteristics

- Go through the characteristics in the list and explain/ elicit the meanings of any unknown words.
- Play the recording. Ss listen and repeat chorally or individually and point to each characteristic as it is mentioned.

Answer Key

a thick mane: unicorn, hippogriff

a single eye: cyclops

a horn: unicorn, dragon

a long tail: unicorn, phoenix, dragon, hippogriff

sharp claws: hippogriff, phoenix, dragon

a beak: hippogriff, phoenix

big wings: dragon, hippogriff

sharp teeth: dragon

long feathers: hippogriff, phoenix

b) To consolidate vocabulary through description

Elicit which beasts look like the animals in the list.

Module 4

Answer Key

a horse: unicorn, hippogriff

a huge snake: dragon

a giant: cyclops

an eagle: phoenix, hippogriff

7 **Aim** **ICT** To prepare a short presentation on mythical creatures

- Explain the task and read out the example to the class.
- Ask Ss to use the Internet or reference books to collect information for their presentation. Encourage Ss to use pictures to illustrate their project.
- Assign the task for HW and check Ss' answers in the next lesson by asking various Ss to present their projects to the class.

Suggested Answer Key

Unicorns were very strong and beautiful creatures. They could run very fast and no one could catch them.

8 **Aim** To prepare a project

- Explain the task and assign for homework.
- Check Ss' answers in the next lesson.

(Ss' own answers)

4b

1 **Aim** To present the past simple of the verb 'to be' – was/were (affirmative & negative)

Explain that *was/were* is the past simple form of the verb 'to be'. Go through the table and the **Note** box with Ss and read out all the persons. Ss fill the gaps and then elicit when we use *was/were*.

Answer Key

1 was 2 were 3 weren't

2 **Aim** To practise the past simple of the verb 'to be' – was/were (affirmative)

Ss fill in the correct word. Check Ss' answers.

Answer Key

1 were 3 were 5 was
2 was 4 was

3 **Aim** To practise the past simple of the verb 'to be' – was/were (negative)

- Explain the task.
- Allow Ss time to complete the task.
- Ask various Ss to read their answers out to the class.

Answer Key

2 Centaurs were not/weren't friendly.
3 Cyclops were not/weren't small.
4 Dragons were not/weren't evil.
5 Unicorns were not/weren't dangerous.
6 The hippogriff was not/wasn't a snake.

4 **Aim** To practise the pronunciation of strong & weak forms

- Explain the task.
- Instruct Ss to read the table. When they have finished read the table out to them and ask Ss to repeat chorally or individually.
- Check Ss' answers.

Answer Key

weak form: John was at school yesterday.
The books were on the floor.
strong form: Was the film good?
Were they at the gym?

5 **Aim** To present/practise the past simple of the verb 'to be' – was/were (interrogative & short answers)

- Go through the table with Ss and read out all the persons.
- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers.

Answer Key

2 Were centaurs half human and half horse? Yes, they were.
3 Was the cyclops beautiful? No, it wasn't. It was ugly.
4 Was the phoenix a bird? Yes, it was.
5 Were centaurs wild? Yes, they were.

6 a) **Aim** To present/practise *There was/There were*

- Point out that *There was/There were* is the past simple of *There is/There are* and that the same rules apply.
- Direct Ss to look at the pictures.
- Read out the example and allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 2 Was there a phoenix in the green box? No, there wasn't. There was a book in the green box.
- 3 Was there a centaur in the blue box? No, there wasn't. There was a hippogriff in the blue box.
- 4 Were there three horses in the purple box? No, there weren't. There were three unicorns in the purple box.

b) **Aim** To practise using *There was/There were*

- Explain the task.
- Allow Ss time to complete the task.
- Ask Ss from around the class to read out their answers.

Suggested Answer Key

There was a park in my neighbourhood 50 years ago, but there weren't any restaurants. There weren't many blocks of flats in my neighbourhood 50 years ago, but there were houses.

4c

1 a) **Aim** To introduce the topic and stimulate interest in the text

- Direct Ss' attention to the picture and ask if they know anything about this person.
- Write any information on the board.

Suggested Answer Key

I know that Hua Mulan was a Chinese woman.

b) **Aim** To stimulate interest in the text and to listen and read for specific information

- Elicit a variety of questions from the class and write three of them on the board.
- Play the recording. Ss listen and follow the text in their books and check if the questions were answered.

Suggested Answer Key

When was she born? In the fifth century.

Where was she born? In China.

What could she do? She could fight with a sword.

2 **Aim** To read for specific information

- Allow Ss some time to read the texts and mark the sentences.
- Check Ss' answers.

Answer Key

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

3 a) **Aim** To make verb/noun phrases

- Ss match the verb phrases to the noun phrases.
- Then Ss translate into L1 equivalent.
- Check Ss' answers.

Answer Key

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

b) **Aim** To summarize a text

- Allow Ss time to make a summary of the text using examples from the previous exercise.
- Ask various Ss around the class to present their summary.

Suggested Answer Key

Hua Mulan was born in the fifth century. She could fight with a sword. She was in the army for ten years. She returned home on a horse which was a present from the emperor. At home, her friends from the army were surprised to see Mulan was a woman. There is a statue of her in her hometown.

c) **Aim** **ICT** To create and present a collage

- Explain the task and assign for homework.
- Ss' present their work in the next lesson.

(Ss' own answers)

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

4 a) **Aim** To present vocabulary to describe appearance

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

Answer Key

Hair: wide

Height: slim

Lips: fair

Age: small

Face: green

Weight: wavy

Nose: tall

b) **Aim** To use vocabulary to describe a picture

- Read the **Note** box out loud. Then, direct Ss to look at the picture of Hua Mulan on page 60.

Module 4

- Allow Ss time to complete the task and then ask some Ss to present their answers.

Suggested Answer Key

Hua Mulan has got straight dark hair. She has got full lips and a long nose. She is young and slim.

5 **Aim** To present vocabulary to describe character

- Read out the *Note* box.
- Explain the task and explain/ elicit the meaning of the adjectives in bold. Ss complete the sentences.
- Check Ss' answers.

Answer Key

1 impatient 3 clever 5 brave
2 funny 4 lazy 6 honest

6 **Aim** To listen for specific information

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

Answer Key

1 Dave 3 Bill 5 Ann
2 Helen 4 Jim

7 **Aim** To personalise the topic and use vocabulary in context to describe yourself

- Explain the task.
- Allow Ss some time to complete then ask different Ss to read out their paragraph to the rest of the class.

Suggested Answer Key

I'm Joe and I'm from England. When I was six years old, I was slim and my hair was long. I was very brave and clever.

4d

1 **Aim** To present *could* (ability)

Ss read the table and the *Note* box. Check Ss' comprehension by asking various Ss to give example sentences of things they could do when they were young (e.g. *I could ride a bike when I was six.*) and then expand on this to cover all forms (e.g. *Could you ride a bike when you were five? No, I couldn't. Could you ride a bike when you were seven? Yes, I could. etc.*)

2 **Aim** To practise *could* (ability)

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

Answer Key

1 could 3 could 5 couldn't
2 couldn't 4 couldn't

3 **Aim** To talk about past abilities

- Direct Ss to split into pairs.
- Explain the task and read the example.
- Monitor the class and then ask various Ss to read their answers out in front of the class.

Suggested Answer Key

A: *Could you swim at the age of five?*
B: *Yes, I could./No, I couldn't.*

A: *Could you run fast at the age of five?*
B: *Yes, I could./No, I couldn't.*

A: *Could you ride a bicycle at the age of five?*
B: *Yes, I could./No, I couldn't.*

A: *Could you play football at the age of five?*
B: *Yes, I could./No, I couldn't.*

A: *Could you cook at the age of five?*
B: *Yes, I could./No, I couldn't.*

A: *Could you draw at the age of five?*
B: *Yes, I could./No, I couldn't.*

A: *Could you read at the age of five?*
B: *Yes, I could./No, I couldn't.*

4 **Aim** To personalise the topic

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

Suggested Answer Key

When I was six years old, I could swim and draw, but I couldn't read or cook.

5 **Aim** To present the *past simple* – regular verbs (affirmative)

- Ss close their books. Present the past simple. Say then write on the board: *I worked hard yesterday.* Underline worked and explain that this verb is in the past simple. Point to a S and say: *You worked hard yesterday.* Then write it on the board. Point to a male

S and say: *He worked hard yesterday*. Then write it on the board. Present the other persons in the same way. Elicit that the verb is the same in all persons.

- Explain/Elicit the spelling rules of the past simple for regular verbs by writing the verbs *work, love, play, study, travel* and their past simple forms on the board: *work – worked* (most verbs take *-ed* to form their past simple form), *love – loved* (verbs ending in *-e* add *-d*), *study – studied* (verbs ending in consonant + *y* lose *y* add *-ied*), *travel – travelled* (verbs ending in vowel + *l, p, k, b*, etc double the consonant and add *-ed*).
- Ss open their books. Read out the table.

6 **Aim** To practise the *past simple* affirmative

- Explain the task and read out the example.
- Allow Ss some time to complete.
- Choose different Ss to read out their answers then as a class read all the verbs out chorally.

Answer Key

<i>-d</i>	<i>-ed</i>	<i>-ied</i>
<i>loved, arrived, used</i>	<i>wanted, stayed, asked, grabbed</i>	<i>cried, buried, copied, carried</i>

7 **Aim** To practise the *past simple* – regular verbs (affirmative)

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers by reading the text aloud and eliciting the missing verb forms from various Ss around the class. Check correct spelling on the board.

Answer Key

1 <i>discovered</i>	5 <i>stayed</i>	9 <i>died</i>
2 <i>started</i>	6 <i>returned</i>	10 <i>buried</i>
3 <i>sailed</i>	7 <i>treated</i>	
4 <i>reached</i>	8 <i>rewarded</i>	

4e

1 a) **Aim** To identify the context of a dialogue and practise pronunciation

- Explain the task.
- Play the recording.
- Ss say/repeat the sentences and say what they think the dialogue is about.

Answer Key

It's about a film.

b) **Aim** To listen for gist

- Play the recording.
- Ss listen and follow the text in their books.

2 **Aim** To read for specific information

Allow Ss time to read the dialogue again and complete the task. Then check their answers.

Answer Key

1 F 2 T 3 F 4 T

Background Information

Nicole Kidman was born on 20th June, 1967 in Honolulu, Hawaii, USA. She is one of the highest-paid actresses in the motion picture industry. She is Australian and she is officially Australia's most successful actress. She is also a UNIFEM and UNICEF Goodwill Ambassador. She has starred in many films. Some of them are: *The Others, The Hours, Cold Mountain, Birth, The Golden Compass*, etc.

Daniel Craig was born on 2nd March, 1968 in Chester, England, UK. From the age of 6 he started acting in school plays. In 1988 he entered the Guildhall School of Music and Drama at the Barbican. He made his debut in *The Power of One* in 1992. He also starred in *Layer Cake, Munich, Casino Royale* and *Quantum of Solace*. He is the sixth actor to play James Bond.

Dakota Blue Richards was born on 11th April 1994 in Brighton, England. She went from a normal schoolgirl to a star when she was cast as Lyra in *The Golden Compass*. She managed to win the role from more than 10,000 girls at the open casting calls.

3 **Aim** To learn synonymous phrases

- Read out the phrases.
- Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

- 1 *How was your weekend?*
- 2 *I'm sorry about that.*
- 3 *Sounds exciting.*
- 4 *Who stars in it?*

Module 4

4 To act out a dialogue

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

4f

1 To introduce the topic

- Draw Ss' attention to the **Note** box. Then, read and explain the task.
- Allow Ss one minute to write down as many professions as they can think of.
- Ss check their lists with their partners' and then ask different Ss to read out their lists to the class. Elicit which, if any, are related to the Arts.

Suggested Answer Key

artist, doctor, pilot, nurse, footballer, hairdresser, photographer, vet, etc.

2 To predict the content of a text

- Direct Ss' attention to the pictures and elicit what they know about the people in them. Read the questions in the rubric aloud and elicit answers or guesses from Ss around the class.
- Play the recording. Ss listen and follow the text in their books and check if their answers or guesses were correct.

Suggested Answer Key

J.K. Rowling is English. She wrote the Harry Potter books.

Pablo Picasso was Spanish. He was a painter.

J.K. Rowling was born in England.

Pablo Picasso was born in Spain.

Pablo Picasso was a painter.

J.K. Rowling is a writer.

Pablo Picasso's most famous work is Guernica.

J.K. Rowling's most famous work is Harry Potter.

3 To write a short article about an artist from your country

- Explain the task and tell Ss they can use the Internet or reference books to find the information they need.
- Assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Alfredo Cristiano Keil was a famous Portuguese romantic composer and painter. He was born in Lisbon in 1850. He was good at writing music and painting. His most famous works are the operas "Irene" and "Serrana". He also composed the Portuguese national anthem in 1891. He died in Hamburg, Germany in 1907.

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

Fun Time 4

1 To practise *past simple* structures and consolidate information learnt in this module

- Explain the task.
- Allow Ss time to write down the sentences.
- Check Ss' answers.

Answer Key

1 I was born in Florence, Italy.

2 The Last Supper is one of my favourite paintings.

3 I was also a very talented musician.

4 I invented a lot of things, including a type of helicopter!

5 I could paint with one hand and write with the other!

2 To test knowledge learnt in this module

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

Answer Key

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

3 To consolidate vocabulary learnt in the module

- Explain the task and allow Ss time to look through the module and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. [Hua Mulan wasn't from China. (F)]
- As an extension, Ss may swap quizzes with their partners and then report back to the class on their partners' questions.

Suggested Answer Key

1 Elvis Presley was American. (T)

2 Abraham Lincoln was a painter. (F)

3 Centaurs were half human and half unicorn. (F)

4 Hua Mulan was in the army. (T)

5 J.K. Rowling writes fantasy books. (T)

Module 4

4 **Aim** To prepare a project

- Explain the task and assign for homework.
- Check Ss' projects on the next lesson.

(Ss' own answers)

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

- Go through the list of words.
- Explain/Elicit their meaning.
- Ss complete the gaps.
- Play the song. Ss listen and check their answers.

Answer Key

- | | | |
|------------|----------|----------|
| 1 changes | 5 paint | 9 ignore |
| 2 come | 6 invent | 10 find |
| 3 remember | 7 grow | |
| 4 fulfil | 8 take | |

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

- Allow Ss time to read the song again and find the answer.
- Ask various Ss to read their answers out to the class.

Suggested Answer Key

According to the song, someone can be a part of history by being an artist, a scientist or an inventor and by following your dreams.

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

Revision 4

1 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|-------------|------------|---------|
| 1 impatient | 4 stupid | 7 thin |
| 2 dishonest | 5 serious | 8 short |
| 3 lazy | 6 cowardly | 9 young |

2 **Aim** To practise making verb/noun phrases

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

Answer Key

- 1 b 2 e 3 a 4 c 5 d

3 **Aim** To practise using was/wasn't, were/weren't

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

Answer Key

- | | | |
|----------|--------|-----------|
| 1 wasn't | 3 was | 5 weren't |
| 2 was | 4 were | |

4 **Aim** To practise using could

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

Answer Key

- | | | |
|------------|---------|------------|
| 1 Could | 3 could | 5 couldn't |
| 2 couldn't | 4 Could | 6 could |

5 **Aim** To practise using the past simple

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

Answer Key

- | | | |
|-----------|-------------|---------|
| 1 watched | 3 listened | 5 baked |
| 2 played | 4 travelled | |

6 **Aim** To complete exchanges

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

Answer Key

- 1 It was brilliant.
- 2 You can rent it on DVD.
- 3 How was your weekend?
- 4 Who stars in it?
- 5 What did you watch?

Check your progress

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

Module 4

Monstertrackers! 2

1 To predict content and listen for gist

- Explain the task. Ss look at the pictures and answer.
- Check Ss' answers.
- Then play the recording.

Answer Key

It's about giant spiders.

2 To read for specific information

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

Answer Key

- 1 *She's from Venezuela.*
- 2 *There are giant spiders in the Amazon.*
- 3 *Because he hates spiders.*
- 4 *A huge spider's web.*
- 5 *Very big.*

3 To match pictures with words

- Explain the task. Ss look at the pictures and do the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|----------|-----------|
| 1 Spider | 4 Forest | 7 Hammock |
| 2 Curtains | 5 Hate | 8 Web |
| 3 Hut | 6 Jungle | |

4 To complete a summary

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

Answer Key

- | | | |
|-----------|------------|----------|
| 1 forest | 4 hammock | 7 jungle |
| 2 hut | 5 curtains | 8 hates |
| 3 spiders | 6 web | |

Fact or Fiction

Answer Key

*There are really giant spiders in Venezuela. They eat birds, snakes and rats. **Fact***

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

Let's have fun

Topic

In this module Ss will explore the topic of festivals and celebrations.

Module page

76-77

Lesson objectives: To get an overview of the module.

Vocabulary: festivals/celebrations (*eat a traditional meal, wear masks and costumes, watch a street parade, children hunt for eggs, open presents, paint their faces and wear green clothes, give chocolates, eat marshmallows, watch a firework display*)

5a Reading

78-79

Lesson objectives: To predict the content of the text, to listen and read for specific information, to talk about the main idea of the text, to learn new vocabulary, to write an email.

Vocabulary: nouns (*icing, bean*); adjectives (*colourful, oval*); party time (*let off fireworks, make a birthday cake, hire a band, bring presents, put up balloons/banners, light candles, throw streamers, wear hats, hire a juggler, watch a clown, buy pizzas/sweets, make burgers/sandwiches*)

5b Grammar

80-81

Lesson objectives: To learn about the past simple – irregular verbs (affirmative), to learn about the past simple – regular/irregular verbs (negative).

5c Skills

82-83

Lesson objectives: To listen and read for gist, to read for specific information, to identify types of texts, to practise saying greetings and wishes, to listen for specific information, to practise using SMS language.

Vocabulary: adjective (*annual*); verb (*to invite, to join, to forget*)

5d Grammar

84-85

Lesson objectives: To learn about regular/irregular verbs (*interrogative & shorts answers*).

5e Everyday English

86

Lesson objectives: To practise using phrases narrating past events, to act out a dialogue narrating past events, to practise using intonation.

5f Across Cultures

87

Lesson objectives: To predict content, to listen and read for specific information, to write about spring festivals.

Fun Time 5

88

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

Revision 5

89

Module 5

What's in this module?

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

Find the page numbers for

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

Answer Key

an email (pp. 79, 82, 85)

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

a Spring Festivals table (p. 87)

What does a Spring Festivals table show? Is it useful? Have you ever made one?

an invitation card (p. 82, 83)

Do you send invitation cards? Why (not)? What for? Who to?

Vocabulary

1 To practise using the festivals/celebrations vocabulary

Explain the task and read out the example. Elicit the remaining answers from Ss around the class.

Suggested Answer Key

They wear masks and costumes.

They watch a street parade.

They hunt your eggs.

They paint their faces and wear green clothes.

They eat marshmallows.

They open presents.

They watch a firework display.

2 To prepare and present a poster

- Explain the task and assign for homework.
- Various Ss present their projects in the class in the next lesson.

(Ss' own answers)

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

5a

1 a) To predict the content of the text

- Direct Ss' attention to the title and the picture.
- Allow them two minutes to read the introduction and the first sentence in the text.
- Check Ss' answers.

Answer Key

It's about the Mardi Gras Festival in New Orleans.

b) To formulate a question

- Ask Ss to think of a question about Mardi Gras that they would like answered.
- Play the recording. Ss listen and follow the text in their books and check if their questions were answered.

Suggested Answer Key

What do people do at Mardi Gras? They have parades, wear colourful costumes and carnival masks and dance in the streets to music. They also eat King Cake.

Background Information

New Orleans is a large multicultural city in the state of Louisiana, USA. It is famous for its Mardi Gras Festival every year. It is one of the oldest cities in the USA. It gets its name from Phillippe II, Regent of France, Duc d'Orleans and has strong French connections.

2 a) To read for specific information

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

Answer Key

1 *They celebrate it in New Orleans.*

2 *It's in February.*

3 *She danced and tried the King Cake.*

4 *He/She buys the cake the next time.*

b) To identify the main idea of a text

Ask different Ss' their answer.

Answer Key

To talk about Mardi Gras.

c) **Aim** To recognize past forms

- Explain the task. Ss go through the text again and circle all the past forms.
- Elicit answers from Ss.

Answer Key

enjoyed, was, were, were, was, danced, tried, were

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

3 **Aim** To introduce party time vocabulary

- Draw Ss' attention to the pictures.
- Play the recording. Ss repeat the words either chorally or individually.

4 **Aim** To practise using party time vocabulary and 'usually'

- Explain the task and read the example.
- Allow Ss some time to complete it.
- Ask various Ss to read their answers out to the class.

Suggested Answer Key

We usually put up balloons.

We usually buy pizzas.

We usually hire a band.

We usually light candles.

5 **Aim** To use party time vocabulary to write an email

- Explain the task.
- Inform Ss they can use examples from Ex. 3.
- Allow some time to complete.
- Check Ss' answers.

Suggested Answer Key

Hi Jason,

I had a great time at my birthday party. It was fun. I had burgers and a birthday cake. I also had a juggler. I was very excited.

Write soon,

Amanda

Fancy dress party poster

- Explain the task and assign it for homework.
- Ss show their posters in the class in the next lesson.

(Ss' own answers)

5b

1 **Aim** To present the *past simple* – irregular verbs (affirmative)

- Explain that irregular verbs don't take *-ed* in the past simple but they have their own past forms, which Ss must learn. Refer Ss to the irregular verbs list at the back of their books and advise them to study it and learn the irregular forms.
- Read out the tables.

Answer Key

No, we don't.

2 **Aim** To practise the *past simple* – irregular verbs (affirmative)

- Explain the task.
- Allow Ss some time to complete. Refer Ss to the irregular verbs list at the end of their books.
- Check Ss' answers.

Answer Key

1 d	5 b	9 g	13 k
2 h	6 n	10 o	14 e
3 m	7 c	11 j	15 f
4 p	8 l	12 a	16 i

3 **Aim** To practise the *past simple* – irregular verbs (affirmative)

- Explain the task.
- Draw Ss' attention to the verbs in brackets.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 went	5 climbed	9 listened
2 prepared	6 pulled	10 had
3 put	7 took	
4 were	8 saw	

4 **Aim** To present the *past simple* – regular/irregular verbs (negative)

- Ss close their books. Say, then write on the board: *I did not/didn't work yesterday. She did not/didn't work yesterday.* Underline *I did not/didn't* in the first sentence and *She did not/didn't* in the second sentence. Explain that we use *did not/didn't* in all persons to form the negative of the past simple. Point out that the verb is the same in all persons.

Module 5

- Ss open their books, read out and complete the table.
- Check Ss' answers.

Answer Key

did not/didn't

5 **Aim** To practise the *past simple* – regular/irregular verbs (negative)

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

Answer Key

- 2 They did not/didn't wear jeans. They wore costumes.
- 3 The boys did not/didn't play tennis. They played a game.
- 4 The girls did not/didn't watch TV. They danced.
- 5 They did not/didn't eat sandwiches. They ate pizza.
- 6 They did not/didn't drink coffee. They drank cola.

6 **Aim** To practise the *past simple* – regular/irregular verbs

- Explain the task.
- Draw Ss' attention to the verbs in brackets.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|----------|------------------------|
| 1 went | 6 did not/didn't take |
| 2 had | 7 did not/didn't bring |
| 3 were | 8 let off |
| 4 danced | 9 enjoyed |
| 5 sang | |

7 **Aim** To practise using the *past simple* – regular/irregular verbs (affirmative & negative)

- Explain the task.
- Allow Ss some time to complete it.
- Select various Ss to read their answers out to the class.

Suggested Answer Key

- | | |
|--------------------|-----------------------------|
| I went to school. | I didn't go to the park. |
| I did my homework. | I didn't do the washing-up. |
| I had lunch. | I didn't read a book. |

5c

1 a) **Aim** To predict the content of the text

- Direct Ss' attention to the title and the texts.
- Explain the task and check Ss' answers.
- Then, play the recording.

Suggested Answer Key

I think the texts are about different kinds of parties that people are organizing. They are inviting their friends.

b) **Aim** To read for gist

- Explain the task and allow Ss some time to match the texts to the text types.
- Check Ss' answers.

Answer Key

- | | |
|---------------------|---------------------------|
| Text 1 is a card. | Text 3 is an email. |
| Text 2 is a poster. | Text 4 is a text message. |

2 **Aim** To read for specific information

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

Answer Key

- 1 F 2 T 3 T 4 F 5 T

3 **Aim** To read for specific information

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

Answer Key

Laura's birthday party is on 13th May, at 8 pm, at the Rainbow Room Café.

4 **Aim** To practise using holiday greetings & wishes

- Explain the task and allow Ss some time to match the greetings to the wishes.
- Check Ss' answers.

Answer Key

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

5 **Aim** To listen for specific information

- Play the recording. Ss listen and complete the invitation card.
- Check Ss' answers.

Answer Key

- | | |
|---------------|-------------------------|
| 1 fancy dress | 4 (fun) games (to play) |
| 2 Saturday | 5 07905446 7384 |
| 3 House | |

6 a) **Aim** To practise using SMS language

- Draw Ss attention to the *SMS language* box. Read it out and explain the task.
- Allow some time for Ss to complete it.
- Check Ss' answers.

Suggested Answer Key

Hey Sue,

How R U? I want 2 thank U 4 the BBQ. We all had a GR8 time at UR place. CU at school.

b) **Aim** To practise writing an invitation

- Explain the task and allow Ss some time to complete it.
- Refer Ss to text 1 (an invitation) in Ex. 1, p. 82.
- Check Ss' answers.

Suggested Answer Key

You're invited!

Come and celebrate Silvio's 14th birthday!

When: Sunday, 16th September

Time: 9 pm

Where: at my house

Activities: dancing, games, food, and drink

RSVP to Silvio by text message by Thursday, 13th September

c) **Aim** To practise writing an SMS message

- Explain the task and advise Ss to use text 4 (text message) in Ex.1 as a sample.
- Allow Ss some time to complete it.
- Check Ss' answers.

Suggested Answer Key

Hey Silvio,

How are you? I want to thank you for inviting me to your party! We all had a great time! It was so much fun! See you at school. 😊

5d

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

- Ss close their books. Say, then write on the board: *Did I play tennis yesterday? No, I didn't. Did you play tennis yesterday? No, you didn't.* Explain that we use *Did + personal pronoun + base form of the verb* to form questions in the past simple. Focus Ss' attention on the position of *did* (before the personal

pronoun). Point out that we answer in the short form with *Yes/No + personal pronoun + did/didn't*.

- Ss open their books. Read out the table. Then, read out the **Note** box.
- Explain the task.
- Draw Ss' attention to the table.
- Explain the rule and allow time for Ss to complete the table.
- Check Ss' answers.

Answer Key

1 Did	3 did	5 didn't	7 they
2 didn't	4 didn't	6 they	

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

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

Answer Key

2 Did she dance at the party? Yes, she did.
 3 Did she wear a costume at the party? Yes, she did.
 4 Did she paint her face at the party? Yes, she did.
 5 Did she eat burgers at the party? No, she didn't.
 6 Did she play board games at the party? No, she didn't.

3 **Aim** To practise the *past simple*

- Direct Ss to the verbs in brackets.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

1 went	5 didn't have	9 had
2 tried	6 spent	10 was
3 took	7 watched	11 Did you do
4 wanted	8 listened	

4 **Aim** To read for specific information

- Instruct Ss to read the text in Ex. 3 again.
- Explain the task.
- Allow Ss some time to complete it.
- Ask various Ss to read their answers out to the class.

Answer Key

2 Did Melanie want to buy a mask? No, she didn't. She wanted to get her face painted.
 3 Did they watch a football match? No, they didn't. They watched a firework display.

Module 5

- 4 *Did they dance to live music? No, they didn't. They listened to live music.*
- 5 *Did they have a terrible time? No, they didn't. They had a great time.*

5 **Aim** To practise using the *past simple* – regular/irregular verbs (interrogative & short answers)

- Direct Ss to make pairs.
- In pairs, they ask and answer questions about what they did yesterday afternoon.
- Allow them time to complete their dialogues.
- Pairs present their dialogue in front of the class.

Suggested Answer Key

- A: *Did you watch TV yesterday afternoon?*
B: *Yes, I did. Did you play computer games yesterday afternoon?*
A: *No, I didn't. I went to the library yesterday afternoon. Did you study English?*
B: *Yes, I did. etc*

6 **Aim** **THINK!** To write an email

- Explain the task.
- Allow Ss some time to complete the task.
- Choose various Ss to read their answers out to the class.

Suggested Answer Key

*Hi Mary,
How are you? I went to a music festival with Ann last Saturday. We spent the whole day there. In the morning, we listened to live music. In the afternoon, we danced to the music. I enjoyed it very much. It was fun! How was your weekend? Did you do anything?
Write soon,
Lara*

5e

1 **Aim** To present situational language

- Play the recording with pauses for Ss to repeat chorally or individually.
- Check Ss' pronunciation and intonation.
- Allow Ss time to copy sentences into their notebook.

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

- Explain the task. Ss read the sentences again. Then ask them to say what they think the dialogue is about.

- Play the recording. Ss listen and follow the text in their books and find out.
- Check Ss' answer.

Suggested Answer Key

It's about something bad that happened in the past.

3 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

*Did you enjoy your holiday? = How was your holiday?
Are you serious? = Are you kidding?
That's awful! = That's terrible!
That's too bad. = I'm really sorry.
I know! It's amazing = Incredible, isn't it?*

4 **Aim** To act out a dialogue

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

5 **Aim** To learn the intonation for expressing disbelief and great surprise

- Read out the *Study Skills* box and explain that in English we express surprise or disbelief by raising our voice to a higher pitch and using a rising intonation. Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay special attention to Ss' pronunciation and intonation and correct as necessary.

5f

1 **Aim** To predict the subject of a text

- Explain the task and draw Ss' attention to the title and introduction of the text.
- Ask various Ss for their opinion as to what the piece is about.
- Play the recording and check.
- Explain/Elicit the meaning of the words in the *Check these words* box.

Suggested Answer Key

I think the text is about spring festivals in the UK and Portugal.

2 **Aim** To read for specific information

- Allow Ss time to read the text again and mark the sentences.
- Check Ss' answers.
- As an extension, you can ask Ss to correct the false statements.

Suggested Answer Key

1 T 2 F 3 F 4 T 5 T

3 **Aim** To complete a table with information from the text

- Allow Ss time to read the text again.
- Explain the task and direct them to write their answers in the table.
- Select different Ss to read their answers to the class.

Answer Key

<p>Name: <i>The Madeira Flower Festival</i></p> <p>Place: <i>Madeira, Portugal</i></p> <p>Month: <i>April</i></p> <p>Activities: <i>be in a parade, make a flower mural, sing, dance</i></p>
<p>Name: <i>The Scarecrow Festival</i></p> <p>Place: <i>Urchfont, Wiltshire, UK</i></p> <p>Month: <i>May</i></p> <p>Activities: <i>find scarecrows, eat, listen to a band</i></p>

4 **Aim** **ICT** To write a short article about a spring festival in your country

- Explain the task and tell Ss they can use the Internet or reference books to find the information they need.
- Assign the task for HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Vogalonga takes places once a year in spring. People take part in a 30km race around the canals of Venice. They can use any type of rowing boat or paddle boat. Thousands of people join in the fun every day. People come from all over to join in the celebrations. Everyone has a great time.

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

Fun Time 5

1 **Aim** To practise the grammar learnt in this module

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

Answer Key

Across

1 *had* 6 *came* 9 *took*
4 *made* 8 *wore* 10 *gave*

Down

2 *drank* 3 *went* 5 *ate* 7 *bought*

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

- Explain the task. Allow Ss some time to read the questions and decide on the answer to each question.
- Alternatively, you may allow Ss to review the module and find the relevant information to answer the questions correctly. Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 F 5 T

3 **Aim** **THINK!** To consolidate knowledge learnt in the module

- Explain the task and allow Ss time to look through the module and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Give an example (*The King Cake hasn't got icing.* (F))
- As an extension, Ss may swap quizzes with their partners and then report back to the class on their partners' questions.

Suggested Answer Key

- 1 *There are floats at the Madeira Flower Festival.* T
- 2 *The Monkey Festival is held in Scotland.* F
- 3 *At the Hogmanay street party they let off fireworks.* T
- 4 *You use a clue sheet to find scarecrows at the scarecrow festival.* T
- 5 *A Loch is an Irish lake.* F

Module 5

Game!

Aim To stimulate Ss' imagination

- Direct Ss to stand in a row.
- The first S starts the story and then the next person says one line.
- Continue as long as needed.

Suggested Answer Key

A Holiday to Remember

S1: Last Summer, we travelled to Australia.

S2: We wanted to see Kangaroos and Koalas.

S3: We went to Queensland and stayed on the Gold Coast.

S4: I went Surfing.

S5: We went to some great theme parks like Wet and Wild and Warner Brothers Movie World. etc

4 **Aim** **THINK!** To express personal opinion

- Play the recording. Ss listen and follow the song in their books.
- Allow Ss some time to think about the question and then allow three minutes for Ss to write down their thoughts.
- Ask various Ss to read out their sentences to the rest of the class.

Suggested Answer Key

Traditions are important because they bring us together, they make us proud of our past and they help us to keep our culture alive.

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

Revision 5

1 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|---------------|-------------|---------|
| 1 celebration | 4 hired | 7 float |
| 2 hats | 5 icing | |
| 3 travelled | 6 colourful | |

2 **Aim** To practise the *past simple*

- Draw Ss attention to the verbs in brackets.
- Explain the task and allow time to complete.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-----------------------|
| 1 had | 6 Did your mum make |
| 2 did you wear | 7 went |
| 3 tried | 8 listened |
| 4 did not/didn't buy | 9 did not/didn't give |
| 5 did the circus come | 10 took |

3 **Aim** To practise *past simple irregular verbs*; sentence structure

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

Answer Key

- 1 Did you visit a museum last week?
- 2 Steve did not/didn't dance at the party last night.
- 3 Did your friends have fun at the festival?
- 4 Did he leave the party at 11 pm?
- 5 They boys did not/didn't play basketball on Saturday.
- 6 Bill bought a mask at the festival.

4 **Aim** To complete an exchange

- Explain the task.
- Allow time for Ss to complete and check their answers.

Answer Key

- 1 How was your holiday?
- 2 How did it happen?
- 3 Are you kidding?
- 4 I'm really sorry.

Check your progress

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

Out and about

Topic

In this module Ss will explore the topic of holidays and holiday activities, travelling and moving around the city.

Module page

90-91

Lesson objectives: To get an overview of the module.

Vocabulary: types of holidays (*skiing holiday, walking holiday, sightseeing holiday, safari, cruise, beach holiday*); holiday activities (*take photographs, swim in the sea, send postcards, sit by the pool, buy souvenirs, go skiing, go sightseeing, play in the snow, eat local dishes*)

6a Reading

92-93

Lesson objectives: To predict the content of the text, to listen and read for specific information, to learn new vocabulary, to write a postcard.

Vocabulary: nouns (*sight, ceremony, accommodation*); adjectives (*dull, comfortable, safe, fast, expensive, slow, cheap, boring*); means of transport (*bus, van, bike, helicopter, car, boat, ship, plane, lorry, motorbike, tram, train*)

6b Grammar

94-95

Lesson objectives: To learn about comparative form of adjectives, to learn about too and very.

6c Skills

96-97

Lesson objectives: To listen and read for the gist, to read for specific information, to listen for specific information, to practise talking and writing about a place.

Vocabulary: adjective (*extreme, average*); verb (*to freeze*); phrase (*jets of stream*); weather (*cloudy, foggy, rainy, snowy, sunny, windy*); temperature (*warm ≠ cold, hot ≠ freezing*)

6d Grammar

98-99

Lesson objectives: To learn about prepositions of movement and prepositions of place, to learn how to give instructions.

6e Everyday English

100

Lesson objectives: To practise acting out a dialogue buying a train ticket.

6f Across Cultures

101

Lesson objectives: To predict content, to listen and read for specific information, to write about a natural wonder, to practise pronunciation.

Fun Time 6

102

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

Revision 6

103

Monstertrackers! 3

104-105

Module 6

What's in this module?

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

Find the page numbers for

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

Answer Key

a joke (p. 97)

Do you know any jokes? Do you know any English jokes? Do you like telling jokes? Why (not)?

a train ticket (p. 100)

Do you use the train? Why (not)? Where can you buy train tickets from?

weather symbols (p. 96, 97)

Do you use these weather symbols in our country? Are they useful in telling the weather? Why (not)?

Vocabulary

1 To present new vocabulary and talk about holiday activities

- Draw Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Ask a variety of Ss to share their answers with the class.

Suggested Answer Key

In our country, we can go on a skiing holiday, a walking holiday, a sightseeing holiday and a beach holiday.

2 To stimulate interest in the topic and engage in a dialogue

- Split Ss in pairs.
- Ss then talk in pairs about their holiday activities using the phrases.
- Monitor the activity round the class and then ask some pairs to report back to the class.

Suggested Answer Key

I love sending postcards and buying souvenirs.

I don't like sightseeing at all.

I love swimming in the sea and taking photographs.

I hate sitting by the pool.

I like going skiing and playing in the snow.

I don't like eating local dishes at all.

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

6a

1 To stimulate interest in the text and read for confirmation

- Brainstorm with the class for questions about London and write three of them on the board.
- Ss read the text.
- Explain/Elicit the meaning of the words in the **Check these words** box.
- Check if their questions were answered.

Suggested Answer Key

1 *What can you see there? (You can see famous landmarks such as Big Ben and Westminster Abbey).*

2 *How many people live there? (The text doesn't say).*

3 *How many shops does London have? (There are over 40,000 in London).*

2 To read for comprehension

- Explain the task.
- Allow Ss some time to read the text and complete the gaps. Explain that Ss should read the whole paragraph before they decide on the best heading to complete each gap.
- Check Ss' answers.

Answer Key

1 *Sights and Attractions* 4 *Getting around*

2 *Shopping* 5 *Accommodation*

3 *Eating*

3 To read for specific information

- Explain the task.
- Allow some time for Ss to read the text again and mark the sentences.
- Check Ss' answers.

Answer Key

1 *F* 2 *T* 3 *F* 4 *T* 5 *F*

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

4 a) To present means of transport

- Play the recording. Ss listen and repeat chorally or individually.
- Draw Ss' attention to the **Note** box.

b) To recognise the sounds of various means of transport

Play the recording. Ss listen and identify the means of transport they hear.

Answer Key

car, helicopter, train, plane, boat

5 To present adjectives related to travel; to talk about travelling likes and dislikes

- Direct Ss' attention to the word list to look up the meanings of the adjectives in the list.
- Explain the task and ask Ss to talk in pairs about how they like/don't like to travel and why.
- Monitor the activity around the classroom and then ask some pairs to report back to the rest of the class.

Suggested Answer Key

I like travelling by plane because it's really fast. I don't like travelling by train because it's slow.

6 To write a postcard about a holiday

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers by asking various Ss to read out their completed postcards.

Suggested Answer Key

*Greetings from London,
It's a beautiful city and the weather is cold but it's not raining as usual. There are lots of things to see and do here. You can visit Big Ben, the Houses of Parliament, and Westminster Abbey. You can also go to the National Gallery and the British Museum. Yesterday we went to Buckingham Palace and watched the famous ceremony of 'Changing of the Guard'.*

At the moment I am walking along Oxford Street because I want to buy some souvenirs.

See you soon,

Marco

A day in London

- Explain the task and assign for homework.
- Ss present their answers to the class.

6b

1 To present and practise using the comparative form

- Ss close their books. Explain that we use the comparative form to compare two people, things, places etc. We usually use *than* with comparative adjectives (e.g. *Janet is taller than Paul.*)
- Explain that with one-syllable and two-syllable adjectives, we form the comparative by adding *-er* (e.g. *big – bigger*).
- Explain that with adjectives of more than two syllables, we form the comparative with *more* (e.g. *expensive – more expensive*).
- Explain that with some two-syllable adjectives, such as *clever, narrow, gentle, friendly* etc, we form the comparative and superlative either with *-er* or with *more* (e.g. *friendly – friendlier* or *friendly – more friendly*).
- Explain that with one-syllable adjectives ending in *-e*, we add *-r* in the comparative form (e.g. *simple – simpler*).
- Explain that two-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-er* (e.g. *fat – fatter*).
- Explain that with two-syllable adjectives ending in *-ly* or *-y*, we change the *-y* to *-i* and add *-er* (e.g. *happy – happier*).
- Explain that we use *(not) as + adjective + as* to compare two people/things (e.g. *He's as quiet as a mouse. She isn't as fast as her friend.*)
- Ss open their books.
- Go through the table with Ss and elicit if there are any similar structures in Ss' L1 from various Ss around the class.
- Explain the task and allow Ss some time to complete it.
- Check Ss' answers.

Answer Key

1	<i>more expensive</i>	4	<i>more crowded</i>
2	<i>noisier</i>	5	<i>quieter</i>
3	<i>smaller</i>	6	<i>greener</i>

2 To compare means of transport using comparatives

- Read out the **Note** box about adjective formation
- Explain the task and read out the example.
- Ask Ss to complete the task.
- Check Ss' answers.

Module 6

Suggested Answer Key

Planes are (much/a lot) more expensive than trains./
Trains aren't as expensive as planes.

Planes are (much/a lot) noisier than trains./Trains aren't
as noisy as planes.

Trains are (much/a lot) more comfortable than planes./
Planes aren't as comfortable as trains.

Planes are (much/a lot) safer than trains./Trains aren't as
safe as planes.

3 a) To practise using comparatives

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

Suggested Answer Key

2 In my opinion, a bus is more comfortable than a car./A
car isn't as comfortable as a bus.

3 In my opinion, football is more exciting than
basketball./Basketball isn't as exciting as football.

4 In my opinion, snow is worse than rain./Rain isn't as
bad as snow.

5 In my opinion, beaches are more beautiful than
mountains./Mountains are not as beautiful as
beaches.

6 In my opinion, pizza is tastier than burgers./Burgers
aren't as tasty as pizza.

b) To personalise the topic

- Direct Ss to stand up and walk around the class asking their peers if they agree with their sentences.
- Monitor the class.
- Ask Ss to write the names of the Ss they found next to the sentences.
- Ask various Ss to read out their sentences to the class.

4 To use comparatives to compare two places in your country

- Explain the task and read out the example.
- Allow Ss time to complete then select various Ss to read out their answers to the rest of the class.

Suggested Answer Key

Bucharest is much/a lot noisier than Timisoara.

Timisoara is much/a lot better than Bucharest.

Bucharest is much/a lot more crowded than Timisoara.

Bucharest is as exciting as Timisoara.

Bucharest is much/a lot more interesting than Timisoara.

Timisoara is much/a lot more beautiful than Bucharest.

Bucharest is much/a lot bigger than Timisoara.

5 To present and practise too and very

- Read the table and the examples.
- Explain the task and allow Ss time to complete.
- Check Ss' answers.

Answer Key

1 too	3 very	5 very
2 very	4 too	

6c

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

- Direct Ss' attention to the pictures and elicit what, if anything, they know about these places.
- Elicit what 'extreme' means. Elicit Ss' answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

These places have extreme climates.

2 a) To read for specific information

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

Answer Key

1 It's in Chile.
2 It got its name from the Atacama Indians.
3 It's in the Antarctic.
4 It's -50°C.

b) To stimulate Ss' imagination

- Explain the task.
- Allow Ss time to complete then ask different Ss to read their titles to the class.

Module 6

Suggested Answer Key

Hot and Cold, From Deserts to Volcanoes, Extreme Places, etc

3 **Aim** To consolidate comprehension of a text and express your opinion

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

Answer Key

'It hardly ever rains...', 'It's very cold there.', 'average temperature'

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

4 **Aim** To identify and understand new vocabulary

- Direct Ss' attention to the **Note** box and ask them what the weather is like today.
- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers by asking various Ss to share their answers with the class.

Suggested Answer Key

In the winter, it's cold, cloudy and rainy in my city.

In the spring, it's windy and sunny in my city.

In the summer, it is sunny and hot in my city.

In the autumn, it is rainy but hot in my city.

5 **Aim** To listen for specific information (multiple choice)

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

Answer Key

1 C 2 B 3 A 4 A 5 C 6 A

6 **Aim** **ICT** To personalise the topic and talk about local places of natural beauty

- Ask Ss to think of two places of natural beauty they are familiar with in their own country.
- Allow Ss two or three minutes to make notes answering the questions.
- Ask various Ss to read out their answers.

Suggested Answer Key

- 1 **Name:** Busteni
- 2 **Activities:** hiking and skiing
- 3 **Best time to visit:** Summer (for hiking), Winter (for skiing)

- 1 **Name:** Constanta
- 2 **Activities:** see historic site, go to the beach, play football or handball
- 3 **Best time to visit:** Spring and Summer

7 **Aim** To write a short text comparing two places

- Direct Ss' attention to the **Study Skills** box and read it out to the class.
- Explain the task and allow Ss time to complete it in class. Tell Ss they can use their answers to the questions in Ex. 6 to write their articles. Ask various Ss to read out their texts to the class.
- Alternatively, assign as H/W and check Ss' answers in the next lesson.

Suggested Answer Key

There are so many beautiful places in my country. My two favourites are Busteni and Constanta. Busteni is perfect for summer and winter holidays. You can go skiing in the winter and hiking during the summer. Constanta is also a great place for a summer or a spring holiday. You can visit historic sites, go to the beach, or even play football or handball.

6d

1 **Aim** To practise using prepositions of movement

- Go through the prepositions of movement in the pictures and read out the **Note** box.
- Explain/Elicit the meanings of the prepositions presented through translation into Ss' L1 or by demonstrating them with drawings on the board.

2 **Aim** To identify and understand new vocabulary

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

Answer Key

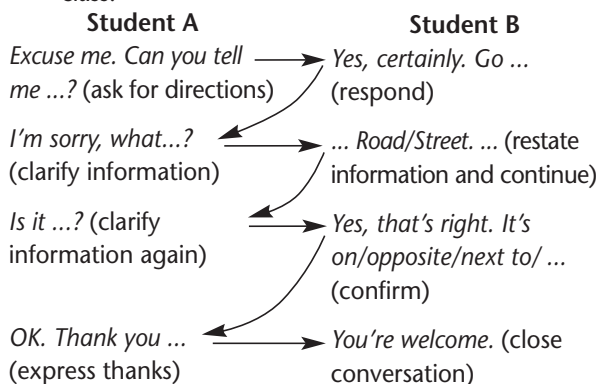
1 up 3 along 5 past
2 towards 4 down

He's in Kingswell Street.

Module 6

3 **Aim** To practise role-playing and act out dialogues asking for and giving directions

- Ask Ss to work in pairs and act out dialogues.
- Remind Ss that they can use dialogue in Ex. 3 as a model as well as any ideas from the useful language boxes to help complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.
- Monitor the activity around the class and ask some groups to act out their dialogues in front of the class.



Suggested Answer Key

From the hospital to the music shop

- A: Excuse me. Can you tell me how to get to the music shop?
- B: Yes, certainly. Go up Eaton Road towards Marple Street and turn right.
- A: I'm sorry, what street is that?
- B: Marple Street. The music shop is next to the optician's.
- A: Next to the optician's?
- B: Yes, that's right.
- A: OK. Thank you very much.
- B: You're welcome. etc

4 **Aim** To present prepositions of place

- Go through the prepositions of place in the drawings and read out the **Note** box.
- Elicit/Explain the meanings of the prepositions presented through translation into Ss' L1 or by demonstrating them with objects in the classroom.

5 **Aim** To practise using prepositions of place

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

Answer Key

- | | | |
|------------|----------|------------|
| 1 opposite | 3 behind | 5 opposite |
| 2 between | 4 near | |

6 **Aim** To practise giving instructions

- Read out the table and then, explain the task.
- Allow Ss some time to complete it.
- Checks Ss' answers.

Answer Key

- 1 First, pick up the phone.
- 2 Then, put the money in.
- 3 Next, dial the number you want to call.
- 4 After that, wait for the connection.
- 5 Then, talk to the person.
- 6 Finally, put the phone down.

7 **Aim** **ICT** To explain how to use a metro card

- Explain the task. Ss can use Ex. 6 as a model.
- You can assign the task for H/W and check in the next lesson.

Suggested Answer Key

- 1 First, go to a ticket machine.
- 2 Then, swipe your metro card.
- 3 Next, choose the type of ticket you want.
- 4 Put the money in.
- 5 Then, swipe your metro card before you get on the train.
- 6 Finally, swipe your metro card when you get off the train.

Guess the place

- Explain the task and read the example.
- Ss work in pairs. Monitor the activity.

Suggested Answer Key

- A: It's next to the hospital.
- B: It's the police station.

6e

1 a) **Aim** To practise repeating situational language

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

- Check Ss' pronunciation and intonation.
- Allow Ss time to copy sentences into their notebook in order to memorise them.

b) **Aim** To identify the context of a dialogue

- Elicit what Ss think the dialogue is about.
- Ss listen to and read the text, and check.

Suggested Answer Key

He wants to buy train tickets.

2 **Aim** To learn synonymous phrases

- Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss.
- Also draw Ss' attention to the sentences box.

Answer Key

May I help you? = Can I help you?

The tickets cost £54. = That's £54.

Enjoy your day. = Have a nice day.

My pleasure. = You're welcome.

3 **Aim** To read for specific information

Explain the task and allow Ss time to complete.

Answer Key

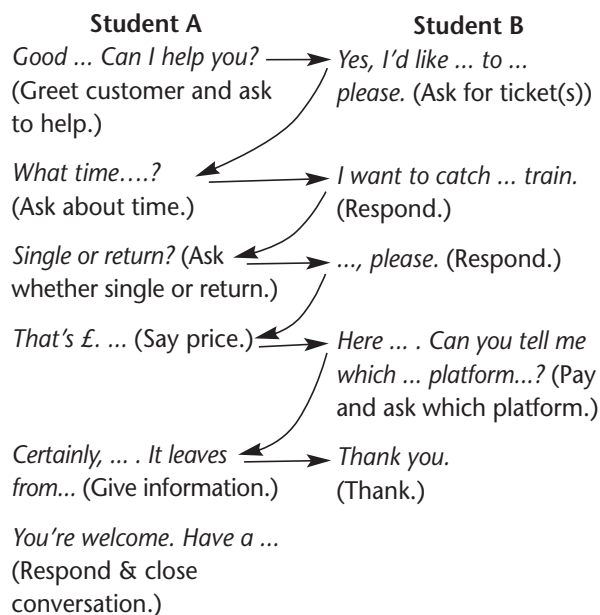
1	one	3	15:45	5	Brighton
2	4	4	£54		

4 **Aim** To act out a dialogue and consolidate situational language

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

5 **Aim** To practise role-playing

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



Suggested Answer Key

A: Good Morning. Can I help you?

B: Yes, I'd like a student ticket to Cambridge, please.

A: What time would you like to leave?

B: I want to catch the 12:30 train.

A: Single or return?

B: Return, please.

A: That's £ 15, please.

B: Here you are. Can you tell me which platform the train leaves from?

A: Certainly, miss. It leaves from Platform 2.

B: Thank you.

A: You're welcome. Have a nice day.

6f

1 **Aim** To introduce the topic, stimulate interest and predict the context of a text

- Direct Ss' attention to the pictures and elicit what they know about them.
- Elicit questions Ss would like to know and write them on the board.
- Play the recording. Ss to listen and follow the text in their books and answer their questions.

Suggested Answer Key

I know that Niagara Falls is in North America.

I know Lake Baikal is in Russia.

3 **Aim** To listen for specific information

- Play the recording. Ss listen and answer the question in the rubric.
- Check Ss' answers.

Suggested Answer Key

According to the singer, our world is a 'world of wonders' because it's full of 'stunning scenes of nature'.

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

Revision 6

1 **Aim** To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|------------|--------------|-------------|
| 1 skiing | 5 bike | 9 means |
| 2 tour | 6 freshwater | 10 landmark |
| 3 average | 7 cruise | |
| 4 extremes | 8 freezes | |

2 **Aim** To consolidate vocabulary learnt in the module

- Explain the task.
- Draw Ss' attention to the words in bold.
- Allow Ss time to complete.
- Check Ss' answers.

Answer Key

- | | | |
|---------|-------------|----------|
| 1 sight | 3 luxurious | 5 street |
| 2 train | 4 lakes | |

3 **Aim** To practise the comparative form

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

Answer Key

- | | |
|--------------------|----------|
| 1 more famous than | 4 hotter |
| 2 older than | 5 deeper |
| 3 larger than | |

4 **Aim** To practise prepositions of movement and place

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

Answer Key

- | | | |
|---------|------------|--------|
| 1 along | 3 opposite | 5 past |
| 2 in | 4 in | |

5 **Aim** To practise completing a dialogue

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

Answer Key

- 1 Can I have a student ticket to London, please?
- 2 Single or return?
- 3 Can I see your student card?
- 4 Which platform does it leave from?
- 5 What time does it leave?

Check your progress

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

Monstertrackers! 3

1 **Aim** To predict the content of a story

- Explain the task.
- Allow Ss time to complete. Then play the recording for Ss to check their answers.

2 **Aim** To read for specific information

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

Answer Key

- | | | | | | |
|-----|------|-----|-----|-----|-----|
| 1 T | 2 DS | 3 F | 4 F | 5 T | 6 F |
|-----|------|-----|-----|-----|-----|


3 **Aim** To consolidate vocabulary learnt in the module

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

Module 6

Answer Key

- | | | |
|-------------|---------|-------|
| 1 volcano | 4 worm | 7 fog |
| 2 camera | 5 shore | |
| 3 waterfall | 6 lake | |

4  To consolidate vocabulary learnt in the module

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

Answer Key

- | | | |
|--------------|----------|---------|
| 1 lake | 4 cold | 7 fog |
| 2 volcanoes | 5 camera | 8 shore |
| 3 waterfalls | 6 dark | |

Fact or Fiction?

Answer Key

The Worm Monster is longer than a football field (91 metres). **Fact**

It can come out of the water onto the shore. **Fact**

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

Festivities

Halloween (p. 106)

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

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 b 2 c 3 a

2 **Aim** To spot words in a word search

- Make sure Ss are familiar with the meaning of the words in bold.
- Explain the task and allow some time for Ss to complete. Then, check Ss' answers.

Answer Key

M	M	O	N	S	T	E	R	S	S	B	S	D	V	M
O	U	Y	B	A	M	O	T	E	K	S	K	Y	M	M
W	C	E	V	A	M	P	I	R	E	S	E	G	D	S
I	X	X	A	H	H	U	E	G	L	U	R	U	V	Z
T	R	I	C	K	O	R	T	R	E	A	T	I	N	G
C	P	U	M	P	K	I	N	S	T	K	U	Q	Y	M
H	L	N	U	Y	P	U	M	P	O	I	Y	S	X	A
E	C	O	S	T	U	M	E	S	N	Z	S	S	R	S
S	A	A	P	S	F	S	A	W	S	J	T	R	W	K

3 **Aim** To design a Halloween costume

- Explain the task and draw Ss' attention to the safety tips of the text.
- Allow some time for Ss to make their designs.
- Monitor the task and ask various Ss to show their designs to the class.

(Ss' own answers)

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

New Year's Eve (p. 107)

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

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.

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

Answer Key

1 c 2 a 3 d 4 b

2 **Aim** To make New Year's wishes

Explain the task and allow some time for Ss to complete.

Answer Key

HAU'OLI MAKAHIKI HOU

3 **Aim** To make a poster

- Explain the task and assign for homework.
- Ss present their posters in the next lesson.

(Ss' own answers)

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

St Patrick's Day (p. 108)

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

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 b 2 c 3 a

2 **Aim** To spot words in a word search

- Make sure Ss are familiar with the meaning of the words in bold.
- Explain the task and allow some time for Ss to complete. Then, check Ss' answers.

Answer Key

M	A	G	I	C	S	H	O	W	S	S	C	A	D
P	A	R	A	D	E	C	R	B	G	E	H	C	A
R	H	E	A	P	Y	E	R	J	S	V	M	S	N
I	A	E	G	I	R	I	S	H	M	U	S	I	C
D	M	N	E	R	I	J	Z	W	P	R	K	C	I
E	H	M	F	O	O	D	S	T	A	L	L	S	N
S	H	A	M	R	O	C	K	S	D	Q	A	P	G

Festivities

3 **Aim** To make a poster

- Explain the task and assign for homework.
- Ss present their posters in the next lesson.

(Ss' own answers)

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

Easter (p. 109)

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

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

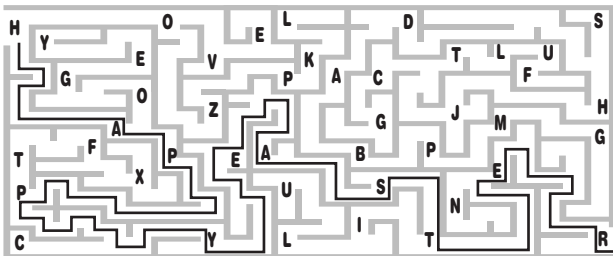
Answer Key

Americans eat a traditional Easter lunch, which includes glazed ham, baby potatoes, carrots and other vegetables. After lunch, they often eat hot cross buns with spices and dried food. Some people also like to eat devilled eggs. Kids like to eat chocolate eggs and bunnies, jelly beans and peeps.

2 **Aim** To find your way through a maze

- Explain the task and allow some time for Ss to complete. Then, check Ss' answers.

Answer Key



The message is **HAPPY EASTER**.

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

Mother's Day (p. 110)

1 **Aim** To fill in a gapped text

- Explain the task.
- Play the recording and explain/elicite any new vocabulary.
- Allow some time for Ss to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|---------|
| 1 paint | 3 ribbon | 5 treat |
| 2 crayons | 4 picture | |

2 **Aim** To complete a crossword

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

Answer Key

DOWN

- 1 PAINTED FLOWER POT
- 2 POEM
- 4 PHOTO FRAME

ACROSS

- 3 HANDMADE CARD
- 5 BREAKFAST IN BED

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

Robin Hood Key

1 – Arrest him!

- 1 Pictures 1, 2 & 3 show a wedding.
Pictures 7 & 8 show Robin Hood's arrest.
- 1 They are in church.
2 The Sheriff of Nottingham
3 King Richard is in prison far away.
4 Prince John
- (Ss' own answers)

2 – Lord of the Greenwood

- 1 Pictures 2, 3, 4 & 5 show Robin Hood on a horse.
2 Picture 7 shows Robin with a green hood on his head.
3 Pictures 7 & 8 show Robin with a bow in his head.
- 1 Sir Guy of Gisborne
2 They are outlaws.
3 The forest is their home because the Sheriff's men can't find them there.
4 Sherwood Forest
5 Guy of Gisborne

3 Suggested Answer Key

Robin Hood: Together we can fight the Sheriff. I need to save Marian, too.

Outlaw 1: Is Marion your wife?

Robin Hood: It was our wedding day today but the Sheriff came to the church to arrest me. We must stop him!

Outlaw 2: We must find King Richard.

Robin Hood: Let's go now!

3 – Little John

- Picture 2 shows a poor family.
Picture 1 shows a rich traveler riding a horse.
Picture 3 shows Robin with his sword on a log across the river.
Pictures 3, 4, 5, 7 & 8 show a tall man with a staff.
Picture 2 shows Robin with a bow.
Pictures 4 & 5 show a fight.
- 1 a rich man, Robin and the outlaws
2 Robin
3 John Little, Robin
4 John Little
- (Ss' own answers)

4 – Friar Tuck

- 1 a man of God 2 practicing archery
- 1 F 2 F 3 T 4 F

3 Suggested Answer Key

The four men, Robin Hood, Will Scarlet, Little John and Friar Tuck all practise archery together. Then, they make plans about how to stop the Sheriff.

5 – The Silver arrow

- 1 The Sheriff of Nottingham, Guy of Gisborne and a guard
2 Robin Hood
3 Marian
4 Pictures 8 & 9 show a silver arrow.
5 Marian in picture 8 and Robin in picture 9
- 1 A 2 B 3 B

3 Suggested Answer Key

The Sheriff and Gisborne set a trap for Robin Hood and plan an archery competition. Robin dresses up as an old man and wins the competition and the silver arrow. Marian sees Robin. Robin escapes to Sherwood Forest.

6 – Marian's escape

- 1 Lord Fitzwalter, Marian's father
2 Guy of Gisborne
3 Marian
- 1-D Gisborne wants to marry Marian.
2-A Marian escapes.
3-C Robin is back in Sherwood.
4-B Marian meets Robin.

- (Ss' own answers)

7 – Richard's return

- The man in red is King Richard. He is tall and he's got long brown hair and a beard. He's wearing a crown and black boots.
- 1 S 2 G 3 R 4 K 5 M

3 Suggested Answer Key

Gisborne shows up and stops Robin and Marian's wedding. He fights with King Richard's men and takes Marian with him. Robin Hood now has to save Marian and King Richard helps him.

Evaluation Key

Evaluation (Modules 1-2)

Vocabulary

- 1 1 gets 3 has 5 play
 2 watch 4 catch 6 hangs
- 2 1 ICT 4 Maths 7 English
 2 Geography 5 Science 8 History
 3 Art 6 Music

- 3 1 florist's 5 music shop
 2 chemist's 6 baker's
 3 newsagent's 7 clothes shop
 4 café 8 supermarket

- 4 1 neighbourhood 4 five-storey
 2 balcony 5 view
 3 block 6 nearby

- 5 7:30 It's half past seven.
 3:00 It's three o'clock.
 10:15 It's a quarter past ten.
 14:35 It's twenty-five to three.
 20:10 It's ten past eight.

Grammar

- 6 1 What 3 Who 5 When
 2 Where 4 How old
- 7 1 a few 4 a loaf 7 too much
 2 many 5 lots of 8 cans
 3 any 6 some
- 7 1 is not/isn't using 5 likes
 2 often eat 6 Is Tim travelling
 3 are studying 7 always tidies
 4 does the train leave 8 does not/doesn't have
- 8 1 How can I help you?
 2 What size are you?
 3 Would you like to try it on?
 4 How much does it cost?
 5 And here's your change and receipt.

Evaluation (Modules 3-4)

Vocabulary

- 1 1 takes 3 does 5 cleans
 2 dusts 4 washes
- 2 **do:** karate, aerobics, athletics
go: skateboarding, wind-surfing, water-skiing
play: football, ice-hockey, cricket

- 3 1 e 2 b 3 a 4 d 5 c
- 4 1 A 2 B 3 A 4 C 5 C

Grammar

- 5 1 door of the house 4 girls' toys
 2 children's 5 lady's
 3 Harry's
- 6 1 children 4 leaves 7 ladies
 2 men 5 watches 8 teeth
 3 boxes 6 boys
- 7 1 Let's go cycling.
 2 Tidy your room.
 3 My I sit here, Sir?
 4 Let's take this road.
 5 Don't put your rubbish here.
 6 Mum can swim very fast.
 7 Always wear a helmet.
- 8 2 Mary could read and write.
 3 Karl couldn't cook, but he could make his bed.
 4 Sarah could play football and run fast.
- 9 1 travelled 5 copied
 2 was 6 asked
 3 checked 7 played
 4 arrived
- 10 1 Can I have 3 I'm afraid not.
 2 How can I help you? 4 I see.

Evaluation Key

Evaluation (Modules 5-6)

Vocabulary

- 1 1 lake 3 mountain 5 waterfall
2 desert 4 volcano
- 2 1 mural 3 landmark 5 parade
2 transport 4 average 6 celebration
- 3 1 c 2 a 3 d 4 e 5 f 6 b
- 4 1 cruise 3 single 5 train
2 dishes 4 luxurious

Grammar

- 5 1 Did Anna come 6 Did Jack get on
2 went 7 made
3 bought 8 didn't drive
4 didn't win 9 let
5 had 10 Did you wear
- 6 1 Did the children have a terrible time?
No, they didn't. They had a great time.
3 Did John walk to school?
No, he didn't. He took the bus.
4 Did you throw streamers at the party?
No, I didn't. I put up banners at the party.

- 7 1 sunnier 5 hotter
2 taller 6 faster
3 colder 7 slower
4 more comfortable 8 longer

- 8 1 very 5 too
2 too 6 very
3 too 7 too
4 very 8 very

- 9 1 B 2 C 3 C 4 A 5 B

- 10 1 Can I help you?
2 Single or return?
3 What time would you like to leave?
4 Which platform does the train leave from?
5 You're welcome.

Student's Book Audioscripts

Welcome Back

Exercise 4 (p. 9)

Hi! My name is Amy. I'm 11 years old. I'm from the UK. This is Emily. She's 13 years old. She's from France. We are cousins.

Exercise 20a (p. 15)

Jessica: Excuse me. Can I join the library, please?

Library Assistant: Of course. We just need some personal information. First of all, what is your name?

Jessica: Jessica Morley.

Library Assistant: How do you spell your surname?

Jessica: M-O-R-L-E-Y.

Library Assistant: OK. And what's your address?

Jessica: It's 14 Orchard Grove, Hulme.

Library Assistant: Is that H-U-M-E?

Jessica: No, it's H-U-L-M-E.

Library Assistant: OK. And what's your date of birth?

Jessica: It's the 14th of September.

Library Assistant: Now, finally, what's your phone number?

Jessica: It's 0-7-7-9-6-3-4-3-2-9-1.

Library Assistant: Could you say that again, please?

Jessica: Yes, it's 0-7-7-9-6-3-4-3-2-9-1.

Library Assistant: OK then, Miss Morley. Here's your library card. Your membership number is here. It's 34987.

Jessica: Thank you very much.

Module 1

Exercise 1c (p. 23)

David: Hi Jane!

Jane: Oh! Hi David! How are you?

David: I'm fine. How about you? How's your new school?

Jane: I'm OK. My new school is great! I love it there.

David: Really? Is it big?

Jane: Not really. It's quite small, but there's a huge yard at the front of the school.

David: That's nice. Do you start school at 9 o'clock in the morning?

David: No. Lessons start at 8.30, but I'm usually there by 8.15.

David: That's early. How many lessons are there during the day?

Jane: Let me see. We have got two lessons in the morning and three lessons in the afternoon. So we've got five lessons in the day.

David: Are there any special subjects like Visual Arts or Music?

Jane: Yes, there are. I am learning Drama.

David: Wow! You're so lucky!

Jane: I know. I love my new school!

Module 2

Exercise 6b (p. 33)

1 **A:** Do you like these?

B: Yes, I do. What size are they?

A: They're a medium.

B: Great. I'll take them.

2 **A:** Can I help you?

B: Yes, can you give me something for a headache?

A: Of course. How about these? They are aspirin.

B: Thank you! How much are they?

3 **A:** What can I do for you, Madam?

B: I'll take this and a large chicken, please?

A: Certainly! Anything else?

B: No, thank you.

Exercise 4 (p. 37)

Karen: I live in a house just outside London. It's about 30 years old. There are seven rooms in my house. We've got a living room, a dining room, a toilet and a kitchen downstairs. Upstairs there are two bedrooms and one bathroom. My favourite room is definitely my bedroom – it's got a great view of our garden as well as the park opposite our house.

Patrick: Our flat is in Rome. It's pretty small for a family. It's got five rooms. There are two bedrooms and a small living room. There's also a small kitchen and a bathroom. My favourite room is the kitchen. I love cooking, so I spend a lot of time there.

Module 3

Exercise 6 (p. 53)

Jane: Hi, Steve. Have you still got your BMX bike?

Steve: Yes, but I'm getting a new one for my birthday. A BX20!

Jane: What's it like? Is it silver, too?

Steve: No, it's black. There isn't a silver one.

Jane: Which shop is it in?

Steve: Bradford's bike shop, in Bingley.

Jane: Oh, yes, I know. I want to go and have a look. I'd like a new bike for my birthday, too.

Steve: The shop has a sale this month. The bike I like was £150 but now it's only £100.

Jane: That's good!

Steve: I know. Also, you get a £20 gift voucher, so I'm thinking of buying a new helmet, since I have new gloves.

Jane: Good idea.

Student's Book Audioscripts

Module 4

Exercise 6 (p. 67)

Teacher: Can you describe your parents to me, Linda?

Linda: Sure. My dad's name is Jim. He's tall and well-built. He's got short straight dark hair and a big nose. He's hardworking. My mum's name is Helen. She's very beautiful. She's tall and thin. She's got long curly blond hair, big eyes and full lips. She's very clever.

Teacher: Have you got any brothers or sisters?

Linda: Yes, I've got two brothers, Dave and Bill. Dave is tall and thin. He's got short curly brown hair, big blue eyes and a small nose. Bill is short and overweight. He's got short straight fair hair, big eyes and thin lips. He's very funny.

Teacher: Does anyone else live with you?

Linda: Yes, my grandma Ann lives with us. She's an old woman of medium height. She's got curly red hair, small eyes and thin lips. She's a very patient woman.

Module 5

Exercise 5 (p. 83)

A: Hi! It's Patrick! I'm not in at the moment so leave a message after the beep!

B: Hi Patrick, it's David. I'm calling to invite you to my fancy dress party. It's on Saturday at 8 o'clock. It's at my house. I hope you can come. I'm planning lots of fun things to do. I've got lots of great music and fun games to play. Mum is also preparing different snacks and drinks for us. Call me back on 0790 5446 7284 before Friday to tell me if you can come. Talk to you later!

Module 6

Exercise 5 (p. 97)

1 What's the weather like today?

Girl: It's cold, isn't it?

Boy: Yes, but I don't mind snow. I'm just happy it's not raining like it was yesterday.

Girl: Me too. I think it's going to be sunny tomorrow.

Boy: Oh, that's great!

2 What's the temperature in Madrid today?

Man: So what's the weather like over there in Madrid?

Woman: It's quite cold actually, only 4°C.

Man: Did you say 14°C?

Woman: No, I said 4°C.

Man: Oh, OK. Because it's -4°C here. Now that's cold.

3 How does Jane travel to work?

Man: Do you go to work by car, Jane?

Jane: No, I haven't got a car. I go by bus, but it's very crowded in the mornings.

Man: Why don't you catch a train?

Jane: I'd like to, but the train station isn't near my house.

Man: Oh, that's a shame.

4 What's Kim's favourite season?

John: Do you like winter, Kim?

Kim: No, I don't. I hate it.

John: I do, too. I love summer though.

Kim: Really? I prefer spring.

5 Where's the man from?

Woman: Are you from the USA or Canada?

Man: Actually, I was born in Chile.

Woman: Oh, really?

Man: Yes, but I live in Canada.

6 How far is Durston Park?

Boy: Do you want to go to Durston Park this afternoon?

Girl: Well, it's quite a long way away – about 9 km I think.

Boy: Are you thinking of Cedar Park? That's about 9 km away. Durston Park is only about 5km away. It's fifteen minutes on the number 4 bus.

Girl: Oh, OK. Let's go then!

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Cumulative Evaluation

Student's Self Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about daily routines & free-time activities	
• talk about weekend activities	
• compare my school to the Flying Fruit Fly Circus School	
• answer questions about myself	
• talk about free-time activities	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a blog about your typical weekend	
• write a text about my school	
• write a short text about a sport	

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 places in a city	
• talk about shops & products	
• talk about my house and my neighbourhood	
• buy clothes	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• complete a text about my town	
• write a shopping list	
• write an email about my new house & neighbourhood	
• write a paragraph about a market or shopping centre in my town/city	

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 chores	
• talk about sports	
• make/accept/refuse invitations	
• talk about signs	
• talk about the rules in my school	
• ask for information	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• make a leaflet about how to be a safe pedestrian	
• write a short blog about rules at my school	

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 famous people & nationalities	
• describe people's appearance & character	
• talk about past abilities	
• describe a film	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short presentation on a mythical creature	
• write a short paragraph about myself	
• write a short paragraph about a famous artist or writer in my country	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about festivals & celebrations	
• talk about things I do at my birthday party	
• talk about things I did (didn't do) yesterday	
• exchange greetings and wishes	
• narrate past events	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• complete an email about my last birthday party	
• write about things I did (didn't do) yesterday	
• write an invitation	
• write an SMS	
• write a short email about what I did/didn't do last Saturday	
• write about a spring festival in my country	

CODE

****** Excellent**

***** Very Good**

**** OK**

*** Not Very Good**

Student's Self Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about types of holidays & holiday activities	
• talk about how I like travelling	
• talk about two places in my country	
• buy a train ticket	
• act out a conversation	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a postcard	
• write a short text about my two favourite places in my country	
• write an email comparing two places	
• write a quiz	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
talk about daily routines & free-time activities			
talk about weekend activities			
compare my school to the Flying Fruit Fly Circus School			
answer questions about myself			
talk about free-time activities			
write a blog about your typical weekend			
write a text about my school			
write a short text about a sport			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
talk about places in a city			
talk about shops & products			
talk about my house and my neighbourhood			
buy clothes			
complete a text about my town			
write a shopping list			
write an email about my new house & neighbourhood			
write a paragraph about a market or shopping centre in my town/city			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
talk about chores			
talk about sports			
make/accept/refuse invitations			
talk about the rules in my school			
ask for information			
make a leaflet about how to be a safe pedestrian			
write a short blog about rules at my school			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about famous people & nationalities			
describe people's appearance & character			
talk about people abilities			
describe a film			
write a short presentation on a mythical creature			
write a short paragraph about myself			
write a short paragraph about a famous artist in my country			

Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
talk about festival & celebrations			
talk about things I do at my birthday party			
talk about things I did (didn't do) yesterday			
exchange greetings & wishes			
narrate past events			
complete an email about my last birthday party			
write about things I did (didn't do) yesterday			
write an invitation			
write an SMS			
write a short email about what I did/didn't last Saturday			
write about a spring festival in my country			

Progress Report Card

..... (name) can:

Module 6

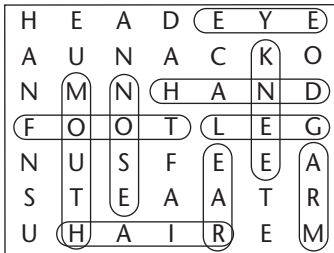
	very well	OK	not very well
talk about types of holidays & holiday activities			
talk about how I like travelling			
talk about two places in my country			
buy a train ticket			
act out a conversation			
write a postcard			
write a short text about my two favourite places in my country			
write an email comparing two places			
write a quiz			

Workbook Key

Welcome back!

Vocabulary

- | | | | | | | | | |
|---|---|------|---|-------|----|------|----|------|
| 1 | 2 | hair | 5 | ear | 8 | hand | 11 | foot |
| | 3 | eye | 6 | mouth | 9 | knee | | |
| | 4 | nose | 7 | arm | 10 | leg | | |



- 2 a) 1 jumper 6 gloves 11 coat
 2 dress 7 hat 12 socks
 3 trainers 8 jacket 13 skirt
 4 trousers 9 shirt 14 belt
 5 shorts 10 t-shirt 15 boots

b) Suggested Answer

I've got trousers, a jumper, socks and trainers on.

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

- 4 1 grandmother, grandfather
 2 dad, mum
 3 aunt, daughter, cousin
 4 uncle, son, brother
 5 sister

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

- 6 1 What's your name
 2 How do you spell it
 3 What's your address
 4 What's your phone number
 5 How old are you

Module 1

Vocabulary

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|---|
| 1 | 2 | h | 4 | j | 6 | i | 8 | e | 10 | g |
| | 3 | b | 5 | a | 7 | c | 9 | d | | |

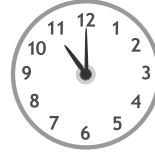
- 2 1 gets up 4 catch the bus
 2 play sports 5 watch TV
 3 has lessons 6 hangs out with friends

3 1



It's a quarter past seven.

3



It's eleven o'clock.

5



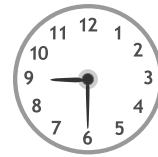
It's twenty-five to nine.

7



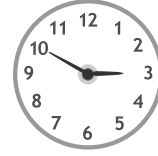
It's a quarter to eleven.

2



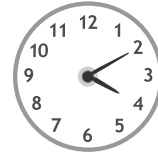
It's half past nine.

4



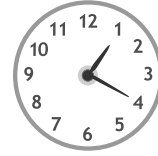
It's ten to three.

6



It's ten past four.

8



It's twenty past one.

1a

- 1 1 Sunday
 2 delicious pancakes
 3 football team
 4 cooks a traditional Sunday
 5 her grandparents, the afternoon
- 2 1 She usually gets up late.
 2 Her friend's name is Lucy.
 3 She helps her mum in the kitchen.
 4 A traditional Sunday lunch is a meal with lots of meat, potatoes and vegetables.
 5 She goes to the cinema in the evening.
- 3 2 visit 4 delicious 6 stays home
 3 pancakes 5 vegetable
- 4 1 Thursday 4 Monday 7 Tuesday
 2 Sunday 5 Friday
 3 Saturday 6 Wednesday

Workbook Key

- 5 a) 1 e 3 f 5 a
 2 d 4 b 6 c
- b) 2 eating 4 reading 6 listening
 3 watching 5 playing

1c

- 1 1 F 2 T 3 F 4 T 5 F
- 2 1 English, maths and science
 2 ends at 3:15 pm
 3 in the morning, for lunch
 4 puts on a show
 5 perform their tricks, of all ages
- 3 1 break 3 performs
 2 puts on 4 typical
- 4 1 ICT 4 maths 7 English
 2 geography 5 science 8 history
 3 art 6 music

1e & 1f

- 1 1 Do you like fishing 3 Well, I love sailing
 2 What about you 4 Give me a ring
- 2 1 indoor and outdoor football
 2 football teams, Saturdays and Sundays/Saturday mornings
 3 a popular street game
 4 take turns to be runners and guards
 5 carry the winners
- 3 1 guards 3 tag 5 league
 2 runners 4 loser

4 Suggested Answer

My favourite sport is tennis. I like it because it's fun and exciting. **I play** in my school's junior league **with** my best friend Paul **every** Tuesday.

Module 2

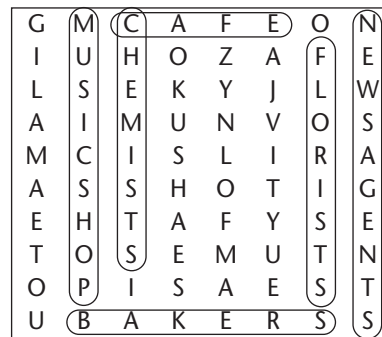
Vocabulary

- 1 1 newsagent's 7 bank
 2 music shop 8 sports shop
 3 optician's 9 baker's
 4 jeweller's 10 clothes shop
 5 florist's 11 post office
 6 chemist's 12 bookshop

Missing word: supermarkets

2a

- 1 1 F 2 T 3 F 4 T 5 F
- 2 1 Verona is in (the south of the state of) Wisconsin.
 2 In Verona there are pretty houses with big gardens.
 3 In Verona, USA, people go ice-skating in the winter.
 4 Verona, Italy, is (by the Adige River) in the north of Italy.
 5 In Verona, Italy, people can shop in the [fashionable] boutiques.
- 3 1 houses 3 city walls
 2 café 4 tall buildings
- 4 A Winter 1 January 5 June
 B Spring 2 February 6 August
 C Summer 3 March 7 October
 D Autumn 4 April 8 November
- 5 1 florist's 3 café 5 baker's
 2 chemist's 4 music shop 6 newsagent's



2c

- 1 1 F 2 F 3 T 4 F 5 T 6 F
- 2 1 Their new flat is on the third floor.
 2 The neighbourhood is really nice and quiet.
 3 Their block of flats is next to a baker's and a florist's.
 4 He's got some new friends.
 5 His dad needs some help now.
- 3 1 neighbourhood 3 view 5 balcony
 2 nearby 4 five-storey 6 block
- 4 1 park 3 florist's 5 school
 2 baker's 4 supermarket

Workbook Key

2e & 2f

- 1 1 How can I help you?
2 What size are you?
3 Would you like to try it on?
4 Where are the fitting rooms?
- 2 1 T 2 T 3 F 4 F 5 T
- 3 1 courtyard 3 Colourful 5 delicious
2 fountain 4 selection 6 herbs

4 Suggested Answer

Hi Harry,

Thanks for your email.

I live in Bucharest. It is a city in Romania. There are many restaurants near me and many shops too. There aren't any parks near my house. My neighbourhood is quiet. There is a bookshop and a cinema but there isn't a supermarket or a school nearby. The people here are very friendly.

Anyway, I've got to go now.

Talk to you later.

Max

Module 3

Vocabulary

- 1 a) 1 clean 6 walk 11 lay
2 make 7 do 12 mop
3 dust 8 tidy 13 cook
4 vacuum 9 do 14 do
5 take out 10 wash 15 iron

b) Suggested Answer

- 3 I lay the table every night.
4 I mop the floor every Sunday.
5 I don't wash the car.
6 I take out the rubbish every evening.
7 I don't cook dinner.
8 I walk the dog every morning.
- 2 1 cook dinner
2 wash the car
3 make the bed
4 vacuum the carpet/tidy my room
5 mop the floor
6 dust the furniture
7 take out the rubbish
8 lay the table

3a

- 1 1 F 2 T 3 T 4 T 5 F
- 2 1 ordinary 4 very busy
2 raise money for 5 do his homework
3 haven't got homes
- 3 1 make time 4 distance 7 raise
2 ordinary 5 charity
3 attend 6 supplies
- 4 1 ice hockey 4 volleyball 7 basketball
2 gymnastics 5 cricket 8 tennis
3 athletics 6 swimming

3c

- 1 1 Cycling is fun.
2 Always wear a helmet to protect your head.
3 Put reflectors and lights on your bike.
4 Check the brakes, tyres and chain regularly.
5 Don't wear headphones.
- 2 1 glove 3 light 5 knee pad
2 helmet 4 tyre

3 Across

- 1 reflectors
3 cycle
4 protect
5 brakes

Down

- 1 respect
2 headphones
3 chain
4 regularly

3e & 3f

- 1 1 Can I have your name, please?
2 How can I help you?
3 I'm afraid not.
4 I see.
- 2 1 Students in the UK can bring a packed lunch with them.
2 Students in the UK can chew gum during long exams.
3 At the end of the day students in Japan help clean the school.
4 Students in Japan must have the school rulebook with them.
- 3 1 respect 3 switch off 5 corridors
2 dye 4 chew

Workbook Key

4 Suggested Answer

- 1 Be tidy.
- 2 Don't watch TV late.
- 3 Take your shoes off inside.
- 4 Clean the table after a meal.
- 5 Don't play loud music at night.
- 6 Ask before you have friends over.

Module 4

Vocabulary

- | | | | |
|---|-------------|-------------|------------|
| 1 | 1 queen | 4 princess | 7 actor |
| | 2 president | 5 architect | 8 explorer |
| | 3 physicist | 6 painter | |

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

- 2 1 one thousand and eight
2 eighteen sixty-seven
3 sixteen oh three
4 nineteen ten
5 three hundred and twenty-three BC (before Christ)
6 two thousand and twelve/twenty twelve

4a

- 1 1 The phoenix was a beautiful red or purple bird.
2 The phoenix was from India and Egypt.
3 Centaurs were half human and half horse.
4 Centaurs were wild, dangerous beasts.
5 Chiron was an astronomer and a famous teacher of medicine.

- 2 1 It had a long golden tail.
2 It could burst into flames and could be born again from the ashes.
3 They were from the mountains and forests of central Greece.
4 No, they weren't.
5 He was an astronomer and a famous teacher of medicine.

- 3 1 phoenix 3 unicorn 5 dragon
2 cyclops 4 hippogriff

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

4c

- 1 1 fifth century
2 join the army
3 could fight with a sword
4 a beautiful horse
5 in her hometown

- 2 1 She was born in China.
2 Because he was too old.
3 It lasted ten years.
4 It was a beautiful horse.
5 Her friends from the army were surprised.

- 3 1 to fight 3 hometown 5 sword
2 emperor 4 army

- 4 1 tall 4 green 7 honest
2 well-built 5 small 8 impatient
3 short 6 clever

4e & 4f

- 1 1 How was your weekend?
2 What did you watch?
3 Who stars in it?
4 What's it about?
5 You can watch it on DVD.

- 2 1 reading, writing fantasy stories
2 400 million (four hundred million/4,000,000),
65 (sixty-five)
3 in Malaga, Spain
4 also a painter
5 most well-known painting

- 3 1 copy 3 poet 5 sculptor
2 fantasy stories 4 series 6 worldwide

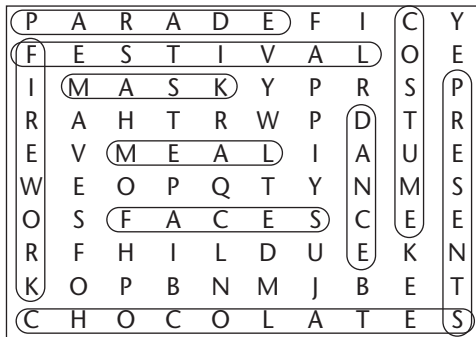
- 4 **Miklos Fehér was born** on 20th July, 1979 in Tatabánya, Hungary.
The first professional football team he played for was Győri ETO.
The last team he played for was Benfica.
He died on 25th January, 2004 in Guimarães, Portugal.
He was twenty-four years old.

Workbook Key

Module 5

Vocabulary

1 a)



- b) 1 festival 5 faces 9 dance
 2 chocolates 6 parade 10 mask
 3 presents 7 costume
 4 firework 8 meal

5a

1 1 F 2 T 3 F 4 F 5 T

- 2 1 in New Orleans last February
 2 amazing festival
 3 colourful costumes and carnival masks
 4 oval cake with purple, green and gold icing and a special bean inside
 5 buy the cake the next time

- 3 1 colourful 3 beans 5 icing
 2 excited 4 oval

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

- b) 1 make a cake 4 bring presents
 2 put up balloons 5 wear hats
 3 hire a juggler

5c

- 1 1 – F, It's at Rainbow Room Café.
 2 – T
 3 – F, There is live music at the festival.
 4 – T
 5 – F, Sue had a barbecue at her house.

- 2 1 Mrs Woods
 2 You can get tickets on the website
 www.waterstonespringfestival.co.uk.
 3 At his house.
 4 He is sending them an email.
 5 At Sue's house.

- 3 1 annual 3 invite 5 forget
 2 Join 4 balloons

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

5e & 5f

- 1 1 How was your holiday? 4 Incredible, isn't it?
 2 How did it happen? 5 I'm really sorry.
 3 Are you kidding?

- 2 1 sunshine 4 band 7 scarecrow
 2 float 5 mural
 3 sheet 6 match

- 3 1 She went to the Madeira Flower Festival last April.
 2 She wore a beautiful costume and a red hat with red and white flowers.
 3 He went with his parents.
 4 He bought a clue sheet and a map.
 5 They had some ice cream.

4 Suggested Answer

I went to a Carnival in Cologne, Germany last year. It was great. There was a street parade.

There was also an amazing firework display. During the festival, I wore a colourful costume and a mask. I also danced to music. I had an amazing time.

Module 6

Vocabulary

1 2 D 3 A 4 E 5 F 6 C

- 2 a) 2 h 4 e 6 c 8 d
 3 g 5 b 7 a

b) Suggested Answer

- 1 I usually sit by the pool while I'm on holiday.
 2 I usually take photographs while I'm on holiday.
 3 I usually swim in the sea while I'm on holiday.
 4 I usually eat local dishes while I'm on holiday.
 5 I usually buy souvenirs while I'm on holiday.

Workbook Key

- 6a**
- 1 1 F 2 T 3 F 4 F 5 T
- 2 1 You can see Big Ben, Westminster Abbey and Buckingham Palace.
2 There are over 300 shops in Oxford Street.
3 You must visit the Camden Lock Market.
4 The UK's favourite meal is fish and chips.
5 London's got the underground train system, double-decker buses, and taxis.
- 3 1 accommodation 3 ceremony
2 dull 4 sights
- 4 1 tram 4 bus 7 train
2 boat 5 helicopter 8 car
3 bike 6 lorry
- 6c**
- 1 1 F Planet Earth is a place of extremes with dramatic changes in climate.
T
F It hardly ever rains in the desert.
F Mount Erebus is a volcano.
F Some 'chimneys' of ice can be over 80 metres tall.
- 2 1 Chile
2 hundred years
3 the Antarctic
4 -50°C
5 instantly into 'chimneys' of ice
- 3 1 freezes 3 average 5 instantly
2 jets 4 extremes
- 6e & 6f**
- 1 1 Can I help you?
2 Single or return?
3 What time would you like to leave?
4 Which platform does the train leave from?
5 Thank you.
- 2 1 T
2 F The lake contains one fifth of the world's freshwater.
T
F It is one of North America's most famous sights.
T
- 3 1 sights 3 east 5 freshwater
2 nature 4 lies
- 4 Suggested Answer**
- From:** Pedro
To: Ana
Hi Ana,
How are you? I'm fine. I'm in Canada at Niagara Falls. **I'm here with** my parents and my sister. **We're staying in** a lovely little hotel across the Falls. **It's so beautiful here. There is** a boat which takes you close to the waterfall. **It's** the second largest waterfall in the world and is one of the largest producers of electric power in the world. I'll be back next week. We should meet up to show you my photos.
Talk to you soon,
Pedro

Grammar Key

Grammar Welcome back!

- 1 1 's 3 'm 5 's
2 'm 4 's 6 're

- 2 1 is 4 am not/'m not
2 are not/aren't 5 are/'re
3 is 6 is not/isn't

- 3 2 Are the dogs hungry? No, they aren't.
3 Is Stuart 11 years old? Yes, he is.
4 Are Billy and Terry friends? Yes, they are.
5 Is your mum a teacher? No, she isn't.
6 Are the children sad? No, they aren't.

- 4 2 Are, Yes, I am./No, I'm not. (I'm 11.)
3 Is, Yes, she is./No, she isn't. (She's 42.)
4 Is, Yes, he is./No, he isn't. (He's a mechanic.)
5 Are, Yes, they are./No, they aren't. (They're from Romania.)
6 Are, Yes, I am./No, I'm not. (I'm at home.)

- 5 2 you – you 6 we – us
3 it – it 7 you – you
4 he – him 8 they – them
5 she – her

- 6 2 has not got/hasn't got
3 have not got/haven't got
4 have got/'ve got
5 have got/'ve got
6 has not got/hasn't got

- 7 2 The children have got a ball.
3 Mum and Dad haven't got a new car.
4 The teacher hasn't got a laptop.
5 Emma has got a schoolbag.
6 James has got books.

- 8 2 Have the boys got a football? No, they haven't. They've got a basketball.
3 Has Judy got a red dress? No, she hasn't. She's got a green dress.
4 Have you got an apple? No, I haven't. I've got an orange.
5 Has your dad got brown hair? No, he hasn't. He's got fair hair.
6 Has the dog got a toy? No, it hasn't. It's got a bone.

7 Has Clara got a laptop? No, she hasn't. She's got an MP3 player.

8 Have the children got skateboards?/No, they haven't. They've got bikes.

9 Have you got a brother? No, I haven't. I've got a sister.

- 9 1 my 3 Her 5 our 7 my, hers
2 yours 4 theirs 6 your

- 10 1 her, hers 3 my, mine 5 their, theirs
2 our, ours 4 his, his

- 11 1 This 4 These 7 That 10 That
2 Those 5 Those 8 This
3 That 6 These 9 These

- 12 1 There is 3 There isn't 5 There isn't
2 There aren't 4 There are

- 13 1 Is there, Yes, there is./No, there isn't.
2 Are there, Yes, there are./No, there aren't.
3 Is there, Yes, there is./No, there isn't.
4 Are there, Yes, there are./No, there aren't.
5 Are there, Yes, there are./No, there aren't.

Grammar 1

1	-s	works, closes, surfs, plays
	-es	fixes, finishes, washes, watches
	-ies	tries, tidies, flies

- 2 1 watches 4 close 7 surf
2 play 5 washes
3 works 6 tidies

- 3 1 gets up 4 start 7 doesn't go
2 catches 5 doesn't like 8 plays
3 arrives 6 have 10 hang out

- 4 2 Does he catch the bus to school? Yes, he does.
3 Does he arrive at school late? No, he doesn't.
4 Does he like Maths? No, he doesn't.
5 Does he have lunch at the school canteen? Yes, he does.
6 Does he go home after school? No, he doesn't.

Grammar Key

- 5 1 Does Ian catch 5 doesn't play
 2 doesn't have 6 surf the Net
 3 Does your dad drive 7 don't have
 4 Do you visit 8 Do you watch

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

- 7 1 Linda is never late for work.
 2 They usually play tennis on Saturdays.
 3 Jeff sometimes forgets to do his homework.
 4 Karen always eats breakfast with her mum.
 5 Alice often goes to bed early.

- 8 1 Nora is a good student. She always does her homework.
 2 I usually wear shorts and T-shirts in the summer.
 3 Sheila never eats meat.
 4 Jason and Andrew are often together.
 5 I sometimes watch TV in the evenings.

- 9 2 Where – d 4 When – a
 3 How old – e 5 What – b

10 Suggested Answer

- 1 Who are you? I'm Sandra.
 2 Where are you from? I'm from Romania.
 3 How old are you? I'm 11 years old.
 4 When is your birthday? It's in November.
 5 What is your favourite colour? It's purple.

Grammar 2

- 1 2 apple – C 6 cheese – U
 3 strawberry – C 7 sugar – U
 4 bread – U 8 biscuit – C
 5 egg – C

- 2 2 Mike eats lots of apples.
 3 Mike eats a little bread.
 4 Mike doesn't eat much pasta.
 5 Mike doesn't eat any eggs.

- 3 1 a little 6 a lot of
 2 a lot of 7 a little
 3 lots of 8 too much
 4 too many 9 much
 5 little 10 Not much

- 4 2 How much cheese is there?
 There's a little cheese.
 3 How many apples are there?
 There are a lot of apples.
 4 How many cans of cola are there?
 There are a few cans of cola.
 5 How much bread is there?
 There isn't much bread.
 6 How many eggs are there?
 There are some eggs.
 7 How much milk is there?
 There isn't much milk.
 8 How many biscuits are there?
 There are many biscuits.

- 5 1 some 4 any 7 any 10 any
 2 any 5 any 8 some
 3 some 6 some 9 some

- 6 1 box 4 cup 7 loaf 11 jar
 2 bottle 5 bowl 8 carton
 3 glass 6 slice 9 bag

- 7 2 are cooking 6 is cutting
 3 is buying 7 is reading
 4 are cycling 8 are having
 5 is shopping

- 8 2 They aren't reading books. They're looking at clothes.
 3 They aren't talking. They're drinking coffee.
 4 She isn't eating vegetables. She's buying fruit.
 5 He isn't listening to music. He's reading a newspaper.
 6 They aren't walking. They're eating ice cream.

- 9 1 is watching
 2 Are you listening, 'm not, am reading
 3 Is it snowing, it is
 4 Are they wearing, they are
 5 Is she having, she is

- 10 1 am reading 5 loves
 2 wants 6 is sleeping
 3 is wearing 7 turns
 4 play 8 is studying

Grammar Key

11 Suggested Answer

- 1 I am doing my homework at the moment.
- 2 I am never late.
- 3 I sometimes watch a DVD.
- 4 I am reading a book now.
- 6 I usually walk to school.
- 7 I am playing football this week.

Grammar 3

- 2 an, three oranges 6 a, three watches
3 a, seven leaves 7 a, twelve men
4 a, two babies 8 a, two buses
5 a, five children 9 a, four keys
- 1 Can 4 May/Can 7 Can/May 10 can
- 1 May I open the window?
2 Can I have some biscuits?
3 May I have a glass of water?
4 Can I leave now?
- 2 A: Can I use your bike?
B: No, you can't.
3 A: May I have more juice, please?
B: Yes, you may/can.
4 A: May I use a calculator, Sir/Miss?
B: No, you may not.
- 1 and then 3 or 5 and
2 so 4 because
- 2 We can go skateboarding and we can play baseball.
3 Jake never plays rugby because he thinks it's dangerous.
4 I hate fishing but I love swimming.
5 I tidy my room and then I play computer games.
- Don't run in the corridors.
Don't forget your bag.
Do your homework.
Don't be late.
Look after your things.
Keep your classroom clean.
Don't bring food in class.

- 1 Smile for the camera.
- 2 Brush your teeth.
- 3 Let's take this road.
- 4 Put your rubbish here.
- 5 Listen to your teacher carefully.
- 6 Don't eat quickly.
- 7 Stop when you see this sign.

- 1 Ken's 4 Gus'
2 Sue's 5 men's
3 Laura and Chris' 6 children's

- 1 A 3 A 5 C 7 B
2 B 4 B 6 A

Grammar 4

- 1 1 was 3 were 5 were 7 were
2 were 4 was 6 were
- 1 was 4 Were, weren't, were
2 Were, were 5 Was, was
3 Was, wasn't, was 6 Was, wasn't, was
- 2 f 3 c 4 a 5 d 6 b
- 2 Was Martha at home?
Yes, she was.
3 Were George and Sam at the cinema?
No, they weren't. They were at the library.
4 Was Sophie at school?
No, she wasn't. She was at the cinema.
5 Was Alex at the park?
Yes, he was.
- 1 1) There was 2 4) there weren't
2) Were there 5) Was there
3) there were 6) there wasn't
- 3 Suzanne could ride a bike but she couldn't speak French.
4 Karl could draw and paint.
5 Steve couldn't use a computer but he could play the guitar.

Grammar Key

- 7 2 Could Julia cook when she was six years old? No, she couldn't.
 3 Could Julia draw when she was six years old? Yes, she could.
 4 Could Julia ride a bicycle when she was six years old? Yes, she could.
 5 Could Julia swim when she was six years old? No, she couldn't.
 6 Could Julia run fast when she was six years old? Yes, she could.

- 8 a) 1 walked 9 played
 2 dropped 10 tried
 3 missed 11 watched
 4 visited 12 looked
 5 carried 13 listened
 6 stayed 14 travelled
 7 lived 15 shopped
 8 decided 16 finished

b)

/t/	watched, looked, shopped, dropped, missed, carried, finished
/d/	stayed, lived, played, tried, travelled, listened
/id/	decided, visited

- 9 2 watched 5 stayed 8 listened
 3 visited 6 travelled
 4 finished 7 stayed

10 Suggested Answer

- 1 I cooked dinner with my dad yesterday.
 2 I went to the park with my big brother yesterday.
 3 I played football with my brother yesterday.
 4 I rode my bike to the park yesterday.
 5 I had lunch with my family yesterday.

Grammar 5

- 1 1 went 5 had 9 found 13 put
 2 spent 6 came 10 bought 14 wore
 3 brought 7 ate 11 gave 15 threw
 4 made 8 let 12 did 16 drank

- 2 2 went 5 made 8 put
 3 bought 6 let 9 wore
 4 brought 7 threw

- 3 a) 2 On Tuesday, Jill lost her cell phone.
 3 On Wednesday, Jill went to the cinema.
 4 On Thursday, Jill spent the day studying.
 5 On Friday, Jill bought new trainers.
 6 On Saturday, Jill met her friends.
 7 On Sunday, Jill ate out with her family.

b) Suggested Answer

- 1 Last Monday, I went to football practice.
 2 On Wednesday, I finished my History project.
 3 On Saturday, I bought a present for my cousin's birthday.
 4 On Sunday, I went to my cousin's party.

- 4 1 wore 4 didn't wear 7 ate
 2 didn't watch 5 painted 8 didn't listen
 3 opened 6 didn't hire

- 5 2 He didn't eat traditional food.
 3 He didn't dance all night.
 4 He didn't watch a fireworks display.
 5 He didn't see a clown.
 6 He didn't wear a costume.
 7 He painted his face.
 8 He didn't listen to a band.
 9 He didn't wear a mask.
 10 He bought sweets.

- 6 2 Did she have a cake?
 Yes, she did.
 3 Did she receive presents?
 Yes, she did.
 4 Did her brother sit next to her?
 Yes, he did.
 5 Did her parents light the candles?
 Yes, they did.

- 7 2 Did you listen to live music?
 Yes, I did.
 3 Did you eat burgers and pizza?
 Yes, I/we did.
 4 Did you wear hats?
 No, we didn't.
 5 Did your mum make a birthday cake?
 Yes, she did.
 6 Did you put up balloons?
 Yes, I did.
 7 Did all your friends come?
 No, they didn't.
 8 Did you clean up the house?
 Yes, I did.

Grammar Key

- 8** 1 did she go 5 did they go 3 2 as interesting as 6 as deep as
2 did they watch 6 did Jane see 3 as tall as 7 as slow as
3 did you buy 7 did Simon have 4 as cold as 8 as warm as
4 did he eat 8 did the Baileys take 5 as fast as
- a 3 b 2 c 6 d 4 4 3 too 7 very
e 7 f 5 g 8 h 1 4 very 8 too
5 too 9 very
6 too 10 very
- 9** 1 did you celebrate, stayed, watched
2 went, showed, were
3 Did you go, met, walked
- 10** 1 My friends and I didn't listen to bands at the music festival.
2 Did you throw streamers at the party?
3 Samuel didn't dance at the party.
4 Lia didn't watch the street parade yesterday.
5 Did you hire a band for your party?
- 5** 1 across 4 past 7 down
2 towards 5 through 8 over
3 along 6 up 9 into
- 6** 1 in 3 next to 5 over
2 between 4 on 6 in front of

Grammar 6

- 1** 1 more (than)
2 drier (than)
3 thinner (than)
4 larger (than)
5 more expensive (than)
6 better (than)
7 foggier (than)
8 more comfortable (than)
9 worse (than)
10 bigger (than)
- 2** 2 sunnier 6 faster
3 hotter 7 more dangerous
4 bigger 8 cooler
5 smaller

