

# Options

# 8

Teacher's Book

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# Introduction

*Options* is an English course of seven levels based on the Common European Framework of Reference and designed for learners studying English at CEF levels A1 to B2. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*Options* 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 contains a starter unit as well as eight modules. There is also an *All about Russia* section, a *Presentation Skills* section, a *Fun Time* section, a *Language Review* section, a *Self-Check* section and a *Word Formation* section at the end of the book.
- The Workbook which contains: a *Grammar* section with theory and exercises, a *Vocabulary* section with exercises to revise the vocabulary presented in each module and a *Skills* section with tasks to practise all four language skills.

## 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 the coursebook). Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

### Workbook

The Workbook is in full colour. It contains units corresponding to those in the Student's Book as well as Grammar Bank and Vocabulary Bank sections. It also contains a Presentation skills section which includes brainstorming, note-taking and a Plan & Useful box Language along with model presentations. It aims to help students become public speakers. The Workbook also includes a Language Review section which consists of exercises revising the vocabulary presented in each module. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language and grammar presented in the Student's Book through a variety of exercises, incorporating all four skills. Translation and dictation exercises are also included.

### 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
- extra activities for stronger & weaker classes
- games
- a full key to the exercises in the Student's Book & Workbook
- audioscripts of all listening material
- evaluation charts

### Teacher's Resource Pack and Tests

The Teacher's Resource Pack contains exercises to consolidate what students have been taught in each module, as well as games, pairwork activities, portfolio activities, tests and a key to all exercises.

### Class Audio CDs

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

### IWB

The IWB software contains all the material from the Student's Book, Teacher's Book, and Workbook. The material, along with audio files and video helps to facilitate lessons in the classroom in an exciting and stimulating way for Ss. The software also contains grammar presentations of all the grammar structures found in the Student's book, to allow students further practice and the opportunity to expand their knowledge.

### ieBook

The ieBook contains all the material from the Student's Book in a digital format. It provides students with an interactive learning experience, helping them to become autonomous learners.

## ELEMENTS OF THE COURSEBOOK

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.

### Reading

Throughout each module, there is a wide variety of reading texts, such as: emails, text messages, letters, articles, poems, etc, which allow skills, such as reading for gist and reading for specific information, to be systematically practised.

### Vocabulary

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

### 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.

### Speaking

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

### 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.

### 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.

### 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.

### CLIL section

This section enables students to link the theme of the module to a subject on the school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. These sections contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

### 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.

### Exam Practice section

In this section, students are introduced to various RNE exam tasks. Each task is accompanied with a preparation task and a study skills section which helps students develop strategies and enable them to become familiar with the RNE exam format.

### Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly. (There is an extensive list of pronunciation rules at the end of the book, pg. P1.)

### 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.

### Extra Material:

At the end of the book, you will find:

### All About Russia section

In this section, students are provided with cultural information and read about aspects of Russia that are thematically linked to the modules. Students are also provided with further practice on the RNE exams format.

### Fun Time

This section reviews the modules in a fun way. It includes a quiz that revises information presented in the eight modules, and acts as a sample for students to prepare a similar quiz on their own. It also has a song that is connected to the themes of the modules as well as a related task. Listening to lively, highly quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

### Self-Check

These sections reinforce students' understanding of the topics, vocabulary and structures that have been presented in each module. An answer key is provided for students to check their answers and a marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

### Word Formation

This section provides further practice in forming derivatives from words.

### Wordlists

A complete Word List containing the new vocabulary presented in each module, listed alphabetically with a phonetic transcription and a definition for each word.

### Irregular Verbs

This provides students with a quick reference list for irregular verb forms in the English language.

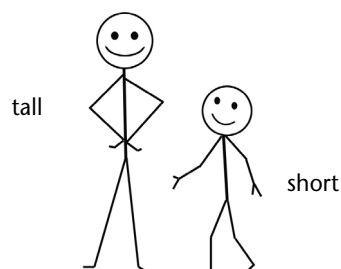
## SUGGESTED TEACHING TECHNIQUES

### A – Presenting new vocabulary

Much of the new vocabulary in *Options* 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: *Madrid is a city, but Nerja 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 *Options* have been carefully designed to guide students to produce a successful piece of writing and provide further practice for the RNE exam.

- Always read the model text provided and deal in detail with the vocabulary tasks. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the rubric and the writing task in detail so that students are fully aware of why they are writing, to whom and how long their writing should be.
- 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 much 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 Student's CD, students practise at home in preparation for reading aloud in class and for the RNE exam.
- *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.

### F – Using the Student's Audio CD

All dialogues and pronunciation sections are recorded on the Student's CD. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud. Recordings for the Listening tasks in the Workbook are also included for students to do their homework.

## STUDENTS' LANGUAGE PORTFOLIOS

At the beginning of the course, students should be asked to obtain a suitable folder, or sectioned document wallet, which they will bring to each lesson and which will hold their personal Language Portfolio.

This will be used to store not only the material cut out of the printed supplement, *My Language Portfolio*, but also a wide variety of other documents and material.

In practice, Language Portfolios may include projects or other written work; memory sticks with work or drawings completed inside or outside the class; DVDs with the students' favourite story, filmed performances of songs, school plays, Evaluation Sheets and reports from teachers, various realia or pictures and so on. In short, it is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language.

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both

inside and outside the classroom. The main emphasis is on the process of learning, so that while compiling their Language Portfolios, learners develop the skill of working independently.

The aim of the Language Portfolio is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Learners are usually willing to experiment and try new things, but at the same time, can be discouraged if they are not sure what is required of them. Once a routine has been established and learners begin to develop their autonomy, they can be given more responsibility and freedom. Learners will still appreciate feedback and appraisal though, so it is important that their efforts are monitored and facilitated.

### 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 CD player.
- *Tactile/Kinesthetic 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		

**Note:** *Check these word* 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.

# Module

# 1

## At work, at play

<b>Topic</b>	
In this module Ss will explore the topics of daily routines, jobs and free-time activities.	
<b>Module page</b>	<b>5</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Daily activities ( <i>get up early, watch TV, eat breakfast, catch the bus to school, do homework, chat on the phone, have lessons, hang out with friends, play arcade games, surf the Net, go to bed, play sport</i> )	
<b>1a</b>	<b>6-7</b>
<b>Lesson objectives:</b> To read for specific information, to listen for specific information, to interview sb about their job <b>Vocabulary:</b> Jobs ( <i>graphic designer, surgeon, lawyer, mechanic, firefighter, cashier, vet, flight attendant</i> ); Job qualities ( <i>sociable, creative, caring, intelligent, calm, cheerful, patient, fit, organised, brave</i> ); Verbs ( <i>taste, put on weight, perform tricks, throw knives, practise tricks, sign autographs</i> ); Nouns ( <i>qualification degree, nutrition, dentist, glamour seeker, boss</i> ); Adjectives ( <i>regular, light, patient</i> ); Phrases ( <i>in half, long hours</i> )	
<b>1b</b>	<b>8-11</b>
<b>Lesson objectives:</b> To revise/compare the present simple and the present continuous, to learn adverbs of frequency, to learn the <i>-ing form</i> and the <i>to-infinitive</i>	
<b>1c</b>	<b>12-13</b>
<b>Lesson objectives:</b> To identify and match headings of paragraphs in a text, to listen for specific information, to practice phrasal verbs: look, to interview your partner, to write an interview for a school magazine <b>Vocabulary:</b> Verbs ( <i>complain, argue, look for, worry</i> ); Nouns ( <i>break, issue</i> ); Adjectives ( <i>additional</i> ); Pronoun ( <i>own</i> ); Phrasal Verbs ( <i>look</i> )	

<b>1d</b>	<b>14</b>
<b>Lesson objectives:</b> Making suggestions; to pronounce /eɪ/ <b>Vocabulary:</b> Sentences ( <i>Are you busy this weekend? Not really, why? How about going to the cinema? I'd rather not. Why don't we go bowling instead? What time is good for you? Great! See you there!</i> ); Making suggestions ( <i>Why don't we ...? How about ...? Do you fancy ...? What time ...? Let's meet at ... What do you think ...?</i> ); Agreeing ( <i>Yes, that's a good idea. That sounds great. I'd like that. Why not?</i> ); Disagreeing ( <i>I don't think so. No, I don't feel like it. That's not a good idea. I'd rather not.</i> )	
<b>Across Cultures</b>	<b>15</b>
<b>Lesson objectives:</b> To read for lexis-grammatical structure, to read for specific information, to write a short text about sports in Russia <b>Vocabulary:</b> Verbs ( <i>produce, maintain</i> ); Nouns ( <i>pair, discipline, element, spin, grace, team</i> ); Adjectives ( <i>demanding, diamond-shaped</i> ); Phrase ( <i>play against</i> )	
<b>CLIL TIME: Citizenship</b>	<b>16</b>
<b>Lesson objectives:</b> To talk about free-time activities, to listen and read for specific information, to talk about improving the local community <b>Vocabulary:</b> Verbs ( <i>encourage, create, develop, improve, shape your character, reduce</i> ); Nouns ( <i>local community, town council</i> )	
<b>Writing</b>	<b>17</b>
<b>Lesson objectives:</b> To read and analyse a rubric, to recognise, formal/informal style, to proofread your work, to write a blog entry about a typical weekend	
<b>Exam Practice 1</b>	<b>18</b>
<b>Lesson objectives:</b> To enable Ss to develop their Reading skills by identifying and matching headings to paragraphs in a text; to provide extra practice for the RNE exam.	



## ►► 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 topic list and stimulate a discussion to prompt Ss' interest in the module.

## Find the page numbers for

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

### Answer Key

*an interview (p. 12)*

*Where can you find an interview? What kind of questions are asked in an interview?*

*a joke (p. 13)*

*Do you know any English jokes? Do you think English jokes are funny? Why (not)? Can you tell your class a joke?*

*an email (p. 17)*

*Do you write emails? If yes, how often do you write emails? Who do you usually write emails to?*

## 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 chat on the phone. etc*

## Vocabulary

### 1 To present vocabulary for daily activities

- Explain the task and write the headings on the board. Elicit which activities go under which headings.
- Play the recording. Ss listen and check.
- Play the recording again. Ss listen and repeat chorally or individually.

### Answer Key

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

**Free-time activities:** *watch TV, chat on the phone, hang out with friends, play arcade games, surf the Net, play sport*

### 2 To talk about your daily routine and free-time activities

- Explain the task. Ask Ss to work in pairs and take turns to ask and answer 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.

## 1a

- 1 a) **Aim** To introduce the topic and brainstorm for related vocabulary

Set a one-minute time limit and ask Ss to write down as many jobs as they can think of, then check Ss' answers around the class.

**Suggested Answer Key**

doctor, nurse, teacher, soldier, shop assistant, lawyer, fire fighter etc

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

- Direct Ss' attention to the title and the pictures. Elicit what the pictures show (*melted chocolate, a magician and his assistant, a top hat, a rabbit and a magic wand*). Ask Ss to say what they think the jobs are and then elicit questions about them and write two of them on the board.
- Play the recording. Ss listen and follow the texts in their books to see if they can answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

**Suggested Answer Key**

*I think the jobs are a chocolate maker or taster and a magician or a magician's assistant.*

*What qualifications do you need to be a chocolate taster? (a degree in nutrition or food science)*

*What qualities do you need to be a magician's assistant? (you need to be cheerful, patient and careful)*

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

- Allow Ss some time to read the text and the statements.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T  
2 F (They travel a lot looking for new chocolates.)  
3 T  
4 F (It is a dangerous job)  
5 NS

- 3 **THINK!** **Aim** To consolidate information in a text and express an opinion

Give Ss three minutes to formulate their answers and write a paragraph and then ask various Ss around the class to read out their paragraphs to the rest of the class.

**Suggested Answer Key**

*I would like to be a chocolate taster because I think it would be fun and I like chocolate a lot. It would be great to travel, too./I wouldn't like to be a chocolate taster because I think it would be boring and I don't like chocolate at all.*

*I would like to be a magician's assistant because I think it would be interesting and exciting and it would be great to travel a lot./I wouldn't like to be a magician's assistant because I think it would be dangerous and scary.*

- 4 **Aim** To present vocabulary for jobs

- Draw Ss' attention to the jobs in the pictures.
- Ask various Ss to read out the job descriptions one at a time and elicit from the rest of the class which picture each one matches.

**Answer Key**

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

- 5 a) **Aim** To learn adjectives related to jobs

Ask ten different Ss to read out the sentences one at a time. The rest of the class say the adjective each one describes. Ss may use their dictionaries to help them if necessary.

**Answer Key**

1 creative	5 cheerful	9 organised
2 sociable	6 calm	10 fit
3 intelligent	7 brave	
4 caring	8 patient	

- b) **Aim** To match qualities to jobs

- Explain the task and read out the example.
- Give Ss time to match the qualities with the jobs and make sentences.
- Check Ss' answers.

**Suggested Answer Key**

*Graphic designers need to be intelligent, creative and organised.*

*Lawyers need to be intelligent and organised.*

*Flight attendants need to be patient, cheerful and calm.*

*Firefighters need to be fit, calm and brave.*

*Surgeons need to be intelligent, calm and brave.*

*Vets need to be intelligent, caring and patient.*

*Cashiers need to be cheerful, patient and sociable.*

*Mechanics need to be intelligent, creative and organized.*

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

- Explain the task by reading the rubric aloud.
- Play the recording. Ss listen and answer the questions in the rubric. Check Ss' answers around the class.

### Answer Key

Nicky loves his job. He likes meeting people and talking to them.

He doesn't like sweeping the floor and cleaning up.

He relaxes in the evenings by watching TV or listening to music.

## 7 **Aim** To interview a family member about their job

- Explain the task and assign as HW.
- Ss interview a member of their family and make notes of the answers.
- Ask various Ss to read out their interviews in the next lesson.

### Suggested Answer Key

A: What time do you get up for work?

B: I get up at 7:30 am.

A: How do you go to work?

B: I drive to work.

A: What do you do at work?

B: I look after sick animals.

A: Do you wear a uniform at work?

B: Yes, I do.

A: Do you earn a good salary?

B: Yes, I do.

A: Do you work 9 to 5?

B: Yes, I do.

A: What qualities are necessary for the job?

B: I need to be intelligent, caring and patient.

A: Do you work indoors/outdoors?

B: I work indoors.

- Ask the class to guess the job. (e.g. S1: Is your mum a vet? S2: Yes, she is.)

## 1b

## 1 **Aim** To compare the present simple and the present continuous tenses

- Ss' books closed. Say then write on the board: *I work in an office. I email customers and answer phones every day.* Ask the following concept questions: What is her job? (She works in an office.) Does she work in an office every day? (Yes.) What does she do every day? (She emails customers and answers phones.) Elicit what tenses the verbs are in (*present simple*) and that we use the *present simple* to talk about *permanent states, repeated actions and daily routines*. Say and write on the board: *The train to Cambridge leaves at*

*6 o' clock.* Ask the following questions: Is the train leaving now? (No, it isn't.) When does it leave? (At 6 o' clock.) Also, write on the board: *The film starts at 9 o'clock.* Elicit/Explain that we use the *present simple* to talk about *timetables and programmes*. Say then and write on the board: *Water freezes at 0°C.* Ask the following questions: Is it true that water freezes at 0°C? (Yes.) Elicit/Explain that we use the *present simple* to talk about *general truths and laws of nature*. Next, write on the board: a) *Messi kicks the ball and scores!* b) *Brad Pitt plays superbly in his latest film.* c) *The young prince saves the girl ...* Tell Ss to look at prompt a) and ask the following questions: What is Messi doing? (He is playing in a football match.) Where would you hear something like that? (On the radio or on the TV.) When is this happening? (Now.) Elicit/Explain that we also use the *present simple* for *sports commentaries*. Draw Ss' attention to examples b) and c). Ask Ss: Are these two sentences sports commentaries? (No.) Which one tells us about a film? (b) Explain what a review is. Which one is part of a story? (c). Explain that we also use the *present simple* for *reviews and narrations*.

- Now say and write on the board: *Are you having a lesson now? What is your teacher doing?* Then write Ss' answers on the board. a) *Yes, we're having a lesson now.* b) *Our teacher is writing on the board.* Also write on the board: a) *I'm not sitting down now.* b) *Tim isn't reading a book.* Elicit how the *present continuous* is formed. **is/are + verb -ing**. Then write on the board: *Sam is working hard these days. Right now he's relaxing on a beach.* Ask the following concept questions: Is Sam working hard now? (No, he isn't.) When is he working hard? (These days.) What is he doing now? (He is relaxing on a beach.) Elicit/Explain that we use the *present continuous* for *actions taking place now, at the moment of speaking, or for temporary action*. Then write on the board: *You're always forgetting your keys.* Ask Ss: Does he forget the keys all the time? (Yes.) Is it an annoying situation? (Yes.) Elicit/Explain that we also use the *present continuous* with *always* when we want to express *our irritation at actions which happen too often*. Then write on the board: *Beverly has a ticket; she is flying to Berlin at 4 this afternoon.* Ask the following questions: When is Beverly flying to Berlin? (At 4 this afternoon.) Is she definitely going? (Yes.) How do we know that? (She has a ticket.) Elicit/Explain that we also use the *present continuous* for *actions that we have already arranged to do in the near future, especially when the time and place have been decided*.

Last, write on the board: *More and more animals are disappearing because of illegal hunting.* Ask the following questions: Are animals in danger because of illegal hunting? (Yes.) Is the number of animals in danger increasing every year? (Yes.) So, is this a situation that keeps changing? (Yes.) Elicit/Explain that we also use *present continuous* for *changing or developing situations*.

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

- Explain the task and 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/	/z/	/ɪz/
walks, wakes up, helps	tidies, reads, does, enjoys, has, goes, plays	watches, finishes

**3** **Aim** To read for lexico-grammatical structure

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 wakes up      4 finishes      7 watches  
 2 goes          5 walks          8 reads  
 3 helps          6 has

**4** **Aim** To practise the present simple

- 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.

**Suggested Answer Key**

- A: Does Kelly live in Bond Street?  
 B: No, she doesn't. She lives in Simon Street. Does Kelly play tennis?  
 A: No, she doesn't. She plays basketball. Does Kelly speak Russian?  
 B: No, she doesn't. She speaks Polish. Does Kelly like fish?  
 A: No, she doesn't. She likes burgers.

**5** **Aim** To practise the present continuous (interrogative)

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

**Answer Key**

- 2 Are Lucy and Liam watching TV?  
 No, they aren't. They are 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 is eating the newspaper.  
 5 Is Jane chopping vegetables?  
 No she isn't. She's washing the dishes.

**6** **Aim** To revise the different uses of the present simple and the present continuous

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

**Answer Key**

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

**7** **Aim** To practice two uses of the present simple and the present continuous

- Explain the task and give Ss time to complete it. Remind Ss the two uses of the present simple and the present continuous. (present simple: permanent states/routines, present continuous: temporary actions/situations).
- Ss complete the task. Check Ss' answers.

**Answer Key**

- 1 finishes/is leaving  
 2 hangs out/is starting  
 3 spend/are visiting  
 4 wear/are dressing up  
 5 arrives/is going

**8** **Aim** To practice all the uses of the present simple and the present continuous

- Explain the task and give Ss time to complete it. Remind Ss the other uses of the present simple and the present continuous.
- Ss complete the task. Elicit answers from various Ss around the class.

**Answer Key**

- 1 are working      5 takes                  9 am going  
 2 doesn't use      6 sets                  10 returns/wins  
 3 stops              7 is staying              11 drives  
 4 is moving          8 is always tearing      12 is starting

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

- Explain the task and explain that stative verbs are verbs that express a state rather than an action (e.g. like, love, hate, believe, etc). Remind Ss that they don't have continuous forms.
- Give Ss time to complete the task then check Ss' answers.

**Answer Key**

- 1 are you doing, 'm waiting  
 2 do you play, is raining

- 3 *helps, wants (stative verb)*  
 4 *are you hurrying, leaves*  
 5 *Is Tom sleeping, 's reading*  
 6 *look, (stative verb) 'm studying*  
 7 *works, isn't working*  
 8 *Do you fancy (stative verb), 'm doing*

10 **Aim** To practice the present simple and the present continuous

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

Answer Key

1 a      2 b      3 a      4 b      5 a

11 **Aim** To practice the present simple and the present continuous

- Explain the task and give Ss time to complete the gaps.
- Ss complete the task. Check Ss answers by asking various Ss to read out the completed text.

Answer Key

1 *is*                      5 *want*                      9 *lets*  
 2 *work*                      6 *am planning*                      10 *am helping*  
 3 *love*                      7 *am learning*                      11 *am looking*  
 4 *see*                      8 *don't treat*                      12 *Do you have*

12 **Aim** To present adverbs of frequency

- Ask various Ss around the class to read out the sentences. Point out that the words in bold are adverbs of frequency and they show how often we do something.
- Elicit where in the sentence the adverbs of frequency appear (*before the main verb, but after the verb 'to be'*) and read out the table and elicit the missing words.

Answer Key

Adverbs of frequency usually go before the main verb, but **after** the verb 'to be'.

13 **Aim** To practise adverbs of frequency

- Explain the task and read out the example sentence.
- Give Ss time to write sentences for the rest of the items and then check Ss' answers around the class.

Suggested Answer Key

2 *I sometimes spend too much money on clothes.*  
 3 *I am never late for school.*  
 4 *I often go to the park.*  
 5 *I usually exercise in the morning.*  
 6 *I often surf the Net.*

14 **Aim** To revise the present simple and the present continuous and the adverbs of frequency

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

Answer Key

1 B                      3 A                      5 C                      7 A  
 2 D                      4 C                      6 C                      8 C

15 **Aim** To revise the present simple and the present continuous and the adverbs of frequency

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

Answer Key

1 *am going*    4 *visits*  
 2 *works*    5 *am seeing*  
 3 *never eats dinner*

16 **Aim** To present the *-ing form* and the *to-infinitive*

- Explain that we use verb + *-ing* after some stative verbs (*e.g. love, like, hate, enjoy, etc*) and after the verb **go** when we talk about activities.
- Explain that we use **to-infinitive** (*i.e. to + the base form of the verb*) after certain verbs such as **want** (*also agree, ask, decide, help, hope, etc*).
- Read the table aloud and elicit any similar structures in Ss' L1.

(Ss' own answers)

17 **Aim** To practise the *-ing form* and the *to-infinitive*

Read out the example and give Ss time to complete the rest of the sentences, then check Ss' answers around the class.

Suggested Answer Key

2 *to be*    4 *getting up*  
 3 *dancing*    5 *going*

18 **Aim** To practise the *-ing form* and the *to-infinitive* using personal examples

Give Ss time to complete the sentences then elicit answers from various Ss around the class.

Suggested Answer Key

1 *I like swimming.*  
 2 *I don't like doing the washing-up.*  
 3 *I don't mind washing the car.*  
 4 *I want to be a lawyer when I grow up.*  
 5 *I enjoy painting.*  
 6 *I don't want to go out tonight.*

## 1c

1 **Aim** To introduce the topic of the text

- Refer Ss to the pictures and the title of the text.
- Elicit discussion about where Ss think Sasha is from, and three questions they would like to ask him. Write them on the board.
- Play the recording. Ss listen and follow the text in their books to find out if their questions are answered.
- Elicit the answers to Ss' questions.

**Suggested Answer Key**

Sasha is from Moscow.

**Questions:**

- 1 What do you like doing in your free time?
- 2 Who is your favourite actor?
- 3 What are your favourite sports?

2 **Aim** Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

**Answer Key**

- 1 School life (classes, studying, English test, break, homework)
- 2 Hobbies & free times (buy a CD or do something with my friends, play football, tennis and ice hockey, enjoy computer games or listening to CDs)
- 3 House & home (three-bedroom flat, parents)
- 4 Hopes & fears (worry about future, what I want to be)

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

- Direct Ss attention to the headings of the text.
- Allow Ss' some time to make notes under the headings about Sasha.
- *Optional-* Ss compare answers with a partner
- Elicit a variety of answers.

**Suggested Answer Key****School life**

- Sasha begins school at 8:30 am and finishes at 3:00 pm Monday to Saturday.
- He has English classes in the evening.
- He usually does his homework after school.

**Hobbies & Free time**

- Sasha gets 5-70 Rubles every day for a snack.
- He gets extra money when he wants to buy a CD or do something with his friends.

- Sasha plays football, tennis and ice-hockey.
- He enjoys computer games and listening to CDs.
- His favourite singer is Eminem.

**House & Home**

- Sasha lives in a three-bedroom flat with his parents, sister, grandmother and their cat.
- Sasha sometimes argues with his parents about playing computer games and drinking cola too often.

**Hopes & Fears**

- Sasha has got a good family but his parents still think he is a baby.
- He worries about his future and doesn't know what he wants to be.

4 **Aim** To consolidate new vocabulary

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain the task and give Ss some time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 argue 2 own 3 complain 4 worry

**Aim** To compare and contrast different lifestyles

- *Optional-* Revise the use of linking words to compare and contrast and write a few examples on the board.
- Ss work in pairs and reread the text.
- Ss write as many differences as they can comparing and contrasting their lifestyle to Sasha's.
- Select a few pairs to read out their sentences to the class.

**Suggested Answer Key**

My lifestyle is quite similar to Sasha's. I start school at 8:30 am and finish at 3:00 pm Monday to Friday. I usually do my homework after school too.

I usually have lunch at school and my parents give me an allowance of 10 euros every week for snacks.

If I want to buy a CD then I must ask them for extra money.

I mostly play football and basketball in my free time. I also like playing computer games and listening to music in the evenings. My favourite singer is Justin Bieber.

I live in a two-bedroom flat with my parents and our dog. I am an only child. I sometimes argue with my parents about my playing computer games and chatting with my friends online too often.

I've got a really nice family and a lot of good friends too. The only problem is that my parents don't let me stay out late or go to parties yet. I worry about my future. I don't know what I want to be.

### 5 **Aim** To present phrasal verbs

- Check understanding of the form verb + particle.
- Read the box with the definitions of the phrasal verbs aloud. Give an example of each phrasal (if necessary).
- Allow Ss some time to complete the task.
- Check Ss answers around the class.

#### Answer Key

1 after 2 for 3 to 4 up

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

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional*- Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

#### Answer Key

A 4 B 3 C 1

### 7 **Aim** To act out an interview

- Explain to Ss that they are going to act out an interview based on Ex. 2. Assign roles.
- In pairs, Ss act out their dialogues and record themselves.
- Invite a few pairs to act out their dialogues or play some of the recordings to the class.
- Give feedback.

#### Suggested Answer Key

A: *When does school start/finish?*

B: *School starts at 8am and finishes at 3pm.*

A: *Do you get homework?*

B: *Yes, I usually do it after school.*

A: *Do you get any pocket money?*

B: *Yes, I get 1.50 euros a day for snacks.*

A: *What do you do in your free time?*

B: *I play football and basketball. I also like playing computer games and listening to music in the evenings.*

A: *Where do you live?*

B: *I live in two-bedroom flat with my parents and our dog.*

A: *Do you argue with your parents?*

B: *Yes, I sometimes argue with my parents because they don't let me stay out late or go to parties.*

A: *What do you like/hate about being 14?*

B: *I've got a really nice family and a lot of good friends too. The only problem is my parents think I'm still a baby.*

A: *What do you worry about?*

B: *I worry about my future. I don't know what I want to be.*

### 8 **Aim** To write an interview and expand vocabulary

- Focus Ss' attention to the interview and the headings in Ex.2.
- Allow Ss some time to write their interviews using their partner's answers in Ex.7.
- Ss compare answers with their partner.
- Invite Ss to read out their interviews to the rest of the class.

#### Suggested Answer Key

##### School life

A: *When does school start/finish?*

B: *School starts at 8am and finishes at 3pm.*

A: *Do you get homework?*

B: *Yes, I usually do it after school.*

##### Hobbies & Free time

A: *Do you get any pocket money?*

B: *Yes, I get 1.50 euros a day for snacks.*

A: *What do you do in your free time?*

B: *I play football and basketball. I also like playing computer games and listening to music in the evenings.*

##### House & Home

A: *Where do you live?*

B: *I live in a two-bedroom flat with my parents and our dog.*

A: *Do you argue with your parents?*

B: *Yes, I sometimes argue with my parents because they don't let me stay out late or go to parties.*

##### Hopes & Fears

A: *What do you like/hate about being 14?*

B: *I've got a really nice family and a lot of good friends too, but I hate it that my parents think I'm still a baby.*

A: *What do you worry about?*

B: *I worry about my future. I don't know what I want to be.*

## 1d

### 1 a) **Aim** To present the situational language of making suggestions about free-time activities

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

#### Answer Key

*Are you busy this weekend? Not really, why?*

*How about going to the cinema?*

*I'd rather not. Why don't we go bowling instead?*

*What time is good for you? Great! See you there!*

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**

The dialogue is about free-time activities and suggesting what to do.

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 suggests going to an amusement park or the cinema.
- 2 She doesn't like roller coasters.
- 3 They agree to go bowling.
- 4 7 pm.

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

- Ss, in pairs, 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.
- Elicit the L1 equivalents to the sentences in Ex. 1a from various Ss around the class.

(Ss' own answers)

4 **Aim** To learn synonymous phrases

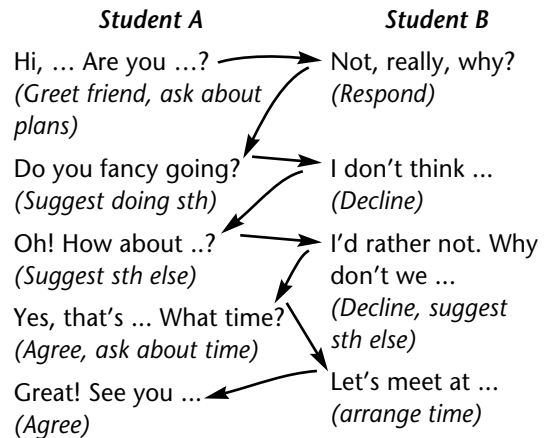
Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

**Answer Key**

- 1 Are you doing anything this weekend? – Are you busy this weekend?
- 2 When is a convenient time? – What time is good for you?
- 3 I will meet you there. – See you there!
- 4 I would prefer to do something else. – I'd rather not.

5 **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



**Suggested Answer Key**

A: Hi, Jane. Are you busy on Saturday afternoon?

B: Not really, why?

A: Do you fancy going to the cinema with me?

B: I don't think so. I don't really like watching films at the cinema.

A: Oh! How about going bowling instead?

B: Actually, I'd rather not. Why don't we go to an amusement park instead?

A: Yes, that's a good idea! I'd like that. What time is good for you? 2:30?

B: Let's meet at 2 o'clock at the amusement park gates.

A: Great! See you there!

6 **Aim** To pronounce /əʊ/

- Explain the task and elicit the /əʊ/ sound in the sentences. Check Ss' answers.
- Play the recording with pauses for Ss to repeat chorally or individually. Pay attention to Ss' intonation.

**Answer Key**

1 We watched a boat show.

2 I don't think it's so difficult.

3 The local hotel will open.

4 She likes water sports, such as polo but she's never liked rowing.

## Across Cultures

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

- Direct Ss' attention to the pictures and the headings and elicit how many Ss like these sports with a show of hands.
- Ask Ss if they know how to play them.

**Suggested Answer Key**

I like/don't like baseball/figure skating.

I have never tried baseball, but I have tried figure skating.

It looks easy, but it's not. You need to have good balance



so you don't fall over on the ice. However, if you manage to dance to the music, the feeling is amazing!

## 2 **Aim** To practice word formation

- Ss read the texts quickly to understand the general meaning. Ask Ss to use their dictionaries to look up the meanings of the words in the Check these words box. Alternatively, they can check the Word list at the back of their book.
- Allow Ss some time to read the texts again and fill in the gaps with the correct derivatives of the words in the brackets. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Play the recording. Ss listen and check their answers.

### Answer Key

- 1 ability (noun)
- 2 competition (noun)
- 3 graceful (adjective)
- 4 children (noun-plural)
- 5 championships (noun-plural)

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

- Allow Ss some time to read the text and the statements.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

### Answer Key

- 1 F (Figure skating is a very popular sport in Russia and many children learn how to skate at a young age.)
- 2 T
- 3 F (Many children in the USA learn baseball from a very young age.)
- 4 T
- 5 NS

## 4 **Aim** To personalise the topic and write a short text

- Explain the task and allow Ss time to think about their answers and write a short text.
- Ask various Ss around the class to read their text to the rest of the class.

### Suggested Answer Key

Basketball is a popular sport in Russia and many teenagers are crazy about it. Schools have their own basketball teams and towns have their own basketball

clubs too. There are two teams of five players and a match lasts for 48 minutes with four quarters of 12 minutes each. The aim is to score more points than the other team, by shooting the ball in the basket. The team with the most points wins. Many teenagers dream of becoming a professional player and playing for their country.

## CLIL TIME: Citizenship

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

- Read the list of public facilities aloud explain/ elicit their meanings. Elicit which ones Ss' towns have.
- Then draw Ss' attention to the pictures and elicit which facilities they show.

(Ss' own answers)

### Answer Key

- 1 playground
- 2 library
- 3 wildlife reserve/national park
- 4 swimming pool
- 5 skate park

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

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

### Suggested Answer Key

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

*I like to read, so I go to the library every week.*

*I like to run, so I go to the park every afternoon. etc*

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

- Read the rubric aloud and elicit a variety of answers from Ss around the class. Write the two best suggestions on the board.
- Play the recording. Ss listen and follow the text in their books and see if the suggestions are mentioned.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these** words box.

### Suggested Answer Key

*Leisure and sport facilities in a town can help to reduce crime such as vandalism and graffiti because young people have a place to go and use their energy positively.*

*They can also help to develop young people's skills and abilities and give them a healthy hobby.*

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

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

**Suggested Answer Key**

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

4 **Aim** To personalise the topic

- Explain the task and read out the rubric.
- Give Ss some time to formulate their answers and write their sentences.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

**Suggested Answer Key**

My area can benefit from a playground for school-age children to go to after school. My area can also benefit from a library to give people of all ages access to books, magazines and computers.

## Writing

1 **Aim** Understanding a rubric and planning the content of an email

- Read the rubric with Ss and allow them some time to find the key words and underline important information (i.e. who is writing to who, how long the letter should be, what information should be included)
- Elicit the questions from the rubric and write them on the board.
- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

**Answer Key**

The email answers the questions: 'What is your favourite day?' Sunday is my favourite day. 'Do you play any sports?' I often go and play football. 'What activities do you do during the day?' In the afternoon, I sometimes visit my grandparents with my family. In the evening, I go to the cinema with my friends or I stay home and watch a DVD.

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

- Ask Ss to copy the table with the headings into their notebooks and complete it with information from the text.
- Then ask various Ss around the class to use their completed tables to talk about Kerry's Sunday activities.

**Suggested Answer Key**

Morning	Afternoon	Evening
get up late, eat breakfast, play football, help her mum in the kitchen, have traditional lunch	visit grandparents	go to cinema or stay home & watch DVD, never do homework, have fun & relax

On Sundays, Kerry gets up late. She has breakfast and then plays football. She helps her mum in the kitchen and then 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.

3 **Aim** To identify the writing style of a text

- Explain/Elicit the main features of formal writing (full forms, formal language, use of the passive, etc) and informal style (short forms, chatty style, everyday language, etc) and elicit the writing style of the blog (informal).
- Explain the style elements in the list (contractions = short forms (I'm instead of I am), everyday language = idioms, phrasal verbs, colloquial expressions etc pronouns that are omitted = 'Miss you!' instead of 'I miss you.').
- Give Ss time to find examples of the style elements in the text and check Ss' answers around the class.

**Answer Key**

contractions: Sunday's, I'm, It's

everyday language: Sundays are the best, my dad, my mum, lots of, stay home, have fun and relax

pronouns that are omitted: Hope you do the same.

4 **Aim** To practise proofreading

- Read the **Study Skills** box aloud and then give Ss some time to correct the sentences 1-4.
- Check Ss' answers on the board.

**Suggested Answer Key**

- 1 I like **taking** pictures and I love painting.
- 2 We've got a cat, a dog and two hamsters.
- 3 Rosa's from Madrid, Spain.
- 4 Wow! This Sunday lunch is delicious.

5 **Aim** To write an email about a typical weekend

- Explain the task, read out the plan and give Ss time to complete their blog entries. Remind Ss to proofread their work.
- Alternatively assign as HW.
- Check Ss' answers.

**Suggested Answer Key**

Hi Mary,

Thanks for your email. Sunday's my favourite day too. I usually get up late and have breakfast. Then, I help my mum around the house and after that we usually have lunch.

I am on a girl's tennis team, so my friends and I go to the park to play tennis. After that, I go home and listen to music or read a book. In the evening, I also go to the cinema with my friends or I stay home and play computer games. I have lots of fun on Sundays.

Well, that's all for now.

Write back soon,

Kim

## Exam Practice 1

### 1 a) **Aim** To prepare for the task

- Refer Ss to the **Study Skills** box and check for understanding. Explain that a heading should summarise the main focus of the paragraph.
- Ss read the rubric and the underlined words in the text (para.A).
- Discuss with the class which sentence summarises it.

**Answer Key**

Sentence B.

### b) **Aim** To practice identifying and matching headings to paragraphs in a text

- Ss read the first paragraph again and choose the heading (1-6) that best matches the summary.
- Discuss with class what the headings are about and why they chose the specific one.

**Answer Key**

A 1

### 2 **Aim** Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

**Answer Key**

- A 1 (Studying something connected to your career can help and makes finding a job in the future much easier.)
- B 3 (They often have to spend all their free time training and rarely see friends.)
- C 6 (There are people who can help you. Recruitment agencies work to find the right people for the right jobs.)
- D 5 (Open career days are great way to make that choice and see what jobs different companies have.)
- E 4 (Work experience can really help for a few weeks, teenagers get the chance to spend time in a working environment.)

# Myths & Legends

<b>Topic</b>	
In this module Ss will explore the topics of myths & legends and historical figures.	
<b>Module page</b>	<b>19</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Nouns ( <i>painter, queen, emperor, warrior, pilot, scientist, empress, president</i> )	
<b>2a</b>	<b>20-21</b>
<b>Lesson objectives:</b> To read for specific information, to describe people's appearance & character, to practice reading aloud, to listen for specific information, to write about a historical figure <b>Vocabulary:</b> Appearance ( <i>curly, wavy, straight, spiky, thick, long, short, brown, fair, grey [hair], big, long, small [nose], long, round, [face], big, small, blue, green [eyes], small, wide [mouth], thin, full [lips], tall, overweight, short, plump, thin, handsome, slim, beautiful, old, ugly, well-built, fat, attractive, young, middle-aged, of medium height</i> ); Character ( <i>funny, brave, hardworking, stupid, patient, honest, lazy, clever, impatient, dishonest, boring, cowardly</i> ); Verbs ( <i>settle, fight, arrest, save</i> ); Nouns ( <i>chief, peace, colonist, prison</i> ); Adjective ( <i>ill</i> ); Phrase ( <i>good manners</i> )	
<b>2b</b>	<b>22-23</b>
<b>Lesson objectives:</b> To learn the past simple of regular and irregular verbs, to pronounce /t/, /d/, /ɪd/, to talk about past events, to learn <i>used to</i> , to learn prepositions of movement, to write about what you did/didn't do last weekend	
<b>2c</b>	<b>24-25</b>
<b>Lesson objectives:</b> To identify and match headings to paragraphs in a text, to practice phrasal verbs: make, to narrate a story, to listen for specific information, to write an email about a visit to a place <b>Vocabulary:</b> Verbs ( <i>fit, fight, cool</i> ); Nouns ( <i>giant, surface, legend, enemy, result, volcanic eruption, lava, myth</i> ); Adjectives ( <i>powerful, huge, terrified, boiling, mysterious</i> ); Phrase ( <i>wonder of nature</i> ); Phrasal verbs ( <i>make</i> )	

<b>2d</b>	<b>26</b>
<b>Lesson objectives:</b> Recommending a film <b>Vocabulary:</b> Sentences ( <i>How was your weekend? I'm sorry to hear that. What did you watch? It was brilliant. What's it about? Sounds exciting. Who stars in it? It's a pity. You can rent it on DVD.</i> )	
<b>Across Cultures</b>	<b>27</b>
<b>Lesson objectives:</b> To read for specific information, to talk about heroes, to write a short text about a hero, to pronounce weak forms <b>Vocabulary:</b> Verbs ( <i>order, arrest</i> ); Nouns ( <i>leader, throne, illness</i> ); Adjectives ( <i>sick, free</i> ); Phrase ( <i>cruel death, fight against</i> )	
<b>CLIL TIME: History</b>	<b>29</b>
<b>Lesson objectives:</b> To read for specific information, to summarise a text, to write about an ancient civilisation <b>Vocabulary:</b> Nouns ( <i>civilisation, astronomy, temple, pyramid, stone building, statue, ruler, dynasty, tragedy, war, drought</i> ); Adjective ( <i>ancient</i> ); Phrase ( <i>get on well</i> )	
<b>Writing</b>	<b>29</b>
<b>Lesson objectives:</b> To read for structure and sequence of events, to listen for specific information and ideas, to write a biography <b>Vocabulary:</b> Verbs ( <i>elect, guide, shoot, admire</i> ); Nouns ( <i>president, farmhouse, lawyer, honesty, courage, civil war</i> )	
<b>Exam Practice 2</b>	<b>30</b>
<b>Lesson objectives:</b> To enable Ss to develop their Reading skills by reading for specific information, to provide extra practice for the RNE exam.	

►► **What's in this module?**

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

**Find the page numbers for**

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

**Answer Key**

*a quotation (p. 29)*

*Do you think it is important to know what famous people said? Why (not)? Do you know any famous quotations?*

*a biography (p. 29)*

*Can you name any other famous presidents? What were they famous for?*

*a film poster (p. 26)*

*Where can you see a poster like this? What sort of films do you like? How often do you go to the cinema? Who with?*

**Vocabulary**

1 **Aim** 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.

**Answer Key**

- 2 *Marie Curie was a Polish scientist.*
- 3 *Peter the Great was a Russian emperor.*
- 4 *Amelia Earhart was an American pilot.*
- 5 *Cleopatra was an Egyptian queen.*
- 6 *Catherine the Great was a Russian empress.*
- 7 *Abraham Lincoln was an American president.*
- 8 *William Wallace was a Scottish warrior.*

2 **Aim** To talk about historical figures

- 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 Marie Curie born?*  
 B: *In 1867. When did she die?*  
 A: *In 1934. When was Peter the Great born?*  
 B: *In 1672. When did he die?*  
 A: *In 1725. When was Amelia Earhart born?*  
 B: *In 1897. When did she die?*  
 A: *In 1937. When was Cleopatra born?*  
 B: *In 69 BC. When did she die?*  
 A: *In 30 BC. When was Catherine the Great born?*  
 B: *In 1729. When did she die?*  
 A: *In 1796. When was Abraham Lincoln born?*  
 B: *In 1809. When did he die?*  
 A: *In 1865. When was William Wallace born?*  
 B: *In 1270. When did he die?*  
 A: *In 1305.*

**Background information**

**Leonardo da Vinci** was an Italian painter, sculptor and architect. He painted the *Mona Lisa*.

**Marie Curie** was a Polish scientist. She discovered radium and won the Nobel Prize.

**Peter the Great** was a Russian emperor. He changed Russia from an agricultural society into a great power.

**Cleopatra** was an Egyptian queen. She was a beautiful and powerful woman. There are many books and films about her.

**Catherine the Great** was a Russian empress. She made important changes and Russia became a huge empire in this time.

**Abraham Lincoln** was the 16th American President. He helped end the Civil War and slavery.

**William Wallace** was a Scottish warrior. He fought against the English to help free Scotland.

**2a**

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

- Elicit what, if anything, Ss know about Pocahontas.
- Play the recording. Ss listen and follow the text in their books and find out the answer to the question in the rubric.

**Answer Key**

Pocahontas is called 'a child of peace' because she tried hard to promote peace between her people and the English colonists.

**2 Aim** To read for specific information (multiple choice)

- Allow Ss some time to read the text carefully and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and read the quotation aloud.
- Check Ss' answers.

**Answer Key**

1 B      2 B      3 B      4 C

**3 Aim** To consolidate new vocabulary

Explain the task and give Ss time to choose the correct words. Then check Ss' answers.

**Answer Key**

1 chief                      3 arrested                      5 manners  
2 peace                      4 colonists

**4 Aim** To summarise a text

- Explain the task and give Ss time to prepare their summaries.
- Ss tell their partner their summary. Ask some pairs to report back to the class.

**Suggested Answer Key**

Pocahontas was the daughter of Powhatan, an important Indian chief. Pocahontas was from Virginia. Her real name was Matoaka. Pocahontas' people were the Powhatans. Pocahontas tried to promote peace between her people and the English who came to live in Virginia as colonists. Pocahontas saved the life of an English captain called John Smith. She married an English colonist called John Rolfe. They had a son called Thomas. She died in England while she was visiting King James I.

**THINK! Aim** To express your opinion on a historical figure

- Allow Ss some time to think about the question in the rubric, formulate their answers and write them down. Encourage Ss to explain their opinions fully.

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

**Suggested Answer Key**

Pocahontas is a person to remember because she tried to get the people around her to live in peace. People should remember her because she was very wise even though she was very young. She wanted people to live together in peace and help each other instead of fighting. This is something many people today still need to learn.

**5 Aim** To present vocabulary for appearance

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

**Answer Key**

1 hair                      3 face                      5 mouth  
2 nose                      4 eyes                      6 lips

- As an extension, ask Ss to use the phrases to describe their classmates.

**6 Aim** To categorise new vocabulary

- Explain the task and ask Ss to write the headings in their notebooks.
- Write the headings on the board and elicit which words go under which headings from Ss around the class. Ss copy the completed table into their notebooks.

**Answer Key**

<b>HEIGHT</b>	<b>AGE</b>
tall	old
short	young
of medium height	middle-aged
<b>WEIGHT</b>	<b>LOOKS</b>
fat	handsome
overweight	beautiful
plump	ugly
thin	attractive
slim	
well-built	

**7 Aim** To use vocabulary in context and describe people

- Explain the task and read out the example.
- Ask various Ss around the class to describe the people. Encourage Ss to describe them in as much detail as they can.

**Suggested Answer Key**

Helen is young, tall and thin. She's got long curly fair hair and full lips.

Bill is young, short and fat. He's got short straight fair hair, a round face and big eyes.

Jim is tall and well-built. He's got short dark hair, a long face, a big nose and thin lips.

Ann is old, slim and of medium height. She's got short curly grey hair and thin lips.

**8** **Aim** To present vocabulary for describing character

- Explain the task and explain/ elicit the meanings of the adjectives 1-6 and a-f. Ss match them and then complete the sentences.
- Check Ss' answers.

**Answer Key**

1 e    2 f    3 a    4 b    5 c    6 d  
 1 patient    3 stupid    5 brave  
 2 hardworking    4 funny    6 honest

**9** **Aim** To describe people's appearance and character

- Explain the task and ask two Ss to act out the example dialogue.
- Ss work in pairs and ask and answer the questions *What does he/she look like? What is he/she like?* in closed pairs.
- 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 does your mum look like?*  
 B: *She's short and slim with long curly brown hair, green eyes and full lips.*  
 A: *What's she like?*  
 B: *She's hardworking and clever. etc.*  
 2 hardworking    4 funny    6 honest

**10** **Aim** To practice reading aloud

Have Ss read parts of the text in Ex.2 aloud. Explain that they should not read it too slowly or too fast. Make sure that their voice is clear, they put expression into their voices and try to read the text without pausing in the middle of sentences.

**11** **Aim** To listen for specific information

- Explain the task and play the recording. Ss listen and mark the sentences.
- Check Ss' answers, then play the recording again for Ss to correct the false statements.

**Answer Key**

1 F *She was born in Britain.*  
 2 F *She was tall with long red hair.*  
 3 T  
 4 T  
 5 F *She died in about 60 AD.*

**12** **Aim** To complete a short paragraph about a historical figure

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

**Suggested Answer Key**

*Boudicca was born in Britain in the first century. She was very tall with long red hair and very clever and brave. She went to war with the Romans. She died in about 60 AD.*

**Game**

Choose a leader. He/She says a part of the body from the ones mentioned in Ex. 5. Ss, in teams, say an adjective that can describe this part of the body. Each correct answer gets 1 point. The team with the most points is the winner.

Leader: face  
 Team AS1: round  
 Leader: hair  
 Team BS1: curly, etc

**2b**

**1** **Aim** To present the past simple

- 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 and take -ied), play – played (verbs ending in a vowel +y add -ed), stop – stopped (verbs ending in a stressed vowel + consonant double the consonant and add -ed).*
- Say then write on the board: *I didn't work yesterday. She didn't work yesterday.* Underline *I didn't* in the first sentence and *She didn't* in the second sentence. Explain that we use *didn't* in all persons to form the negative of the past simple. Point out that the verb is the same in all persons.
- 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 and elicit how we form the past simple.

## Answer Key

We form the past simple affirmative for regular verbs by adding **-ed** to the end of **the base form of the verb**. We form the negative with **did not/didn't + the base form of the verb**. We form questions with **did + subject pronoun + the base form of the verb**.

Irregular verbs have their own affirmative patterns but they form the negative and questions in the same way as regular verbs.

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

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers by playing the recording. Check correct spelling on the board.

#### Answer Key

1	came	I	6	tried	I	11	took	I
2	found	I	7	had	I	12	gave	I
3	changed	I	8	bought	I	13	listened	R
4	saw	I	9	looked	R	14	wanted	R
5	ate	I	10	went	I	15	made	I

### 3 **Aim** To pronounce /t/, /d/, /ɪd/ (past simple verb endings)

- Play the recording with pauses for Ss to repeat chorally or individually.
- Ss copy the table into their notebooks.
- Play the recording again. Ss listen and tick the correct sounds. Check Ss' answers, then elicit more words with the same sounds.

#### Answer Key

	/t/	/d/	/ɪd/
watched	✓		
wanted			✓
liked	✓		

	/t/	/d/	/ɪd/
played		✓	
stopped	✓		
walked	✓		

#### Suggested Answer Key

/t/: looked, rushed                      /ɪd/: started, waited  
/d/: tried, called

### 4 **Aim** To practise using the past simple affirmative

Allow Ss some time to complete the task and then check Ss' answers. Elicit which verbs are regular/irregular.

#### Answer Key

1	took	I	4	went	I	7	walked	R
2	was	I	5	ate	I	8	had	I
3	visited	R	6	saw	I			

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

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

## Answer Key

- 2 They didn't go with their parents. They went with their grandparents.
- 3 They didn't wear their school uniform. They wore (their) jeans.
- 4 They didn't see an exhibition about the ancient Greeks. They saw an exhibition about the ancient Egyptians.
- 5 Tom didn't take his MP3 player. He took his digital camera.
- 6 Lucy didn't buy a book from the gift shop. She bought some pencils.
- 7 They didn't feel bored. They felt happy.

### 6 **Aim** To practise using the past simple interrogative

- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers by asking various Ss to ask and answer in front of the class.

#### Suggested Answer Key

- 2 Where in Egypt did Cleopatra live?  
She lived in Alexandria.
- 3 Who did Lady Diana marry?  
She married Prince Charles.
- 4 What did Marie Curie discover?  
She discovered radium.
- 5 When did Leonardo da Vinci paint the 'Mona Lisa'?  
He painted it from 1503-1506.
- 6 What did Amelia Earhart do?  
She flew across the Atlantic Ocean alone.
- 7 When did Abraham Lincoln die?  
He died in 1865.

### 7 **Aim** To ask and answer about the past using the past simple interrogative

- Explain the task and ask two Ss to read out the example.
- Ss complete the task in pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

#### Answer Key

- 2 A: Did your dad drive you to school yesterday?  
B: Yes, he did./No, he didn't.
- 3 A: Did your family have a beach holiday last year?  
B: Yes, they did./No, they didn't.
- 4 A: Did you have a big breakfast yesterday morning?  
B: Yes, I did./No, I didn't.
- 5 A: Did your friend send you a text message last night?  
B: Yes, he/she did./No, he/she didn't.

### 8 **Aim** To practise using time expressions with the past simple

- Explain the task and read out the example.
- Give Ss time to write similar sentences, then check Ss' answer around the class.



**Suggested Answer Key**

*I had cereal for breakfast yesterday morning.  
I watched a DVD last night.  
I bought a new CD yesterday.  
I went to the cinema last Sunday.*

9 a) **Aim** To present used to

- Go through the task with Ss and explain when we use used to.
- Read out the examples and elicit any similar structures in Ss' L1.

(Ss' own answers)

b) **Aim** To practise used to

- Explain the task and read out the example. Ss complete the task, then check Ss' answers.

**Answer Key**

- 2 He used to play in the streets
- 3 He didn't use to surf the Net.
- 4 He used to wear glasses.
- 5 He didn't use to play video games.
- 6 He didn't use to go to bed late.
- 7 He used to ride a bike.
- 8 He didn't use to drive a car.

- Ss then talk in pairs about the similarities/differences between their childhood and Peter's. Ask various pairs to report back to the class.

(Ss' own answers)

10 **Aim** To present and practise prepositions of movement

- Go through the prepositions in the pictures. Point out that the pictures will help Ss complete the task.
- Give Ss time to complete the text with the correct prepositions. Then check Ss' answers.

**Suggested Answer Key**

- |           |           |          |
|-----------|-----------|----------|
| 1 along   | 4 towards | 7 over   |
| 2 past    | 5 up      | 8 across |
| 3 through | 6 down    | 9 into   |

11 **Aim** To write a short paragraph

Give Ss time to complete the task in class and then ask various Ss to read out their completed paragraphs to the class.

**Suggested Answer Key**

*Last weekend, I went shopping with my friend. We tried on some clothes and I bought a pair of jeans and then we had lunch. Afterwards, we went to the cinema. I had a great time!*

**2c**

1 **Aim** To introduce the topic

Initiate a class discussion about giants and elicit any tales about giants Ss know of.

**Suggested Answer Key**

*I know a tale about Jack and the beanstalk. In it there is a giant who eats people. He lives at the top of a beanstalk and he has a singing harp and a goose that lays golden eggs. Jack climbs up the beanstalk, steals the goose and goes back home. The giant comes after him but Jack cuts the beanstalk down and kills the giant.*

2 **Aim** Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

**Answer Key**

- A 2 (*They can't walk to Scotland though because most of the Giant Causeway is under the sea!*)  
 B 3 (*Once, there were two giants. Finn MacCool lived with his .....*)  
 C 1 (*..... the Giant's Causeway is the result of a volcanic eruption over 50 million years ago.*)

**Background information**

**Ireland** is a country to the west of Britain. Including Northern Ireland, it is the third biggest island in Europe. The capital is Dublin. Around 6.1 million people live in Ireland.

**Scotland** is a country in the UK. It is to the north of England. The capital is Edinburgh. Around 5 million people live in Scotland.

3 **Aim** To consolidate new vocabulary

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Explain the task and give Ss some time to complete it.
- Check Ss' answers.

**Answer Key**

- |             |                     |
|-------------|---------------------|
| 1 powerful  | 4 volcanic eruption |
| 2 fit       | 5 wonder            |
| 3 terrified | 6 legend            |

4 **Aim** To present phrasal verbs

- Check understanding of the form verb + particle.
- Read the meaning of the phrasal verbs in the box aloud and give more examples on the board (if necessary).
- Allow Ss some time to complete the task.
- Check Ss answers around the class.

**Answer Key**

1 out    2 up    3 up    4 out

5 a) **Aim** To make notes from a text

- Draw Ss' attention to the notes box and ask them to copy the headings and the subheadings into their notebooks and complete the task.
- Check Ss' answers on the board.

**Suggested Answer Key**

**main characters:** ...his wife and Benandonner, another giant

**where he/they lived:** Finn MacCool and his wife lived in Ireland, Benandonner lived in Scotland

**how the story began:** Finn MacCool and Benandonner were enemies, but they couldn't cross the sea to fight.

**what happened next:** Finn had the idea to build a rock bridge across the sea; this made him tired so he went to sleep

**what the main event was:** while Finn was sleeping, Benandonner ran across the bridge; Finn's wife couldn't wake her husband, so she dressed him as a baby; when Benandonner saw the size of the sleeping baby, he imagined the size of Finn; he got scared

**what happened in the end:** Benandonner ran back to Scotland pulling up the stones after him so Finn couldn't follow

b) **Aim** To tell a story in the past simple using notes

- Set the scene and explain the task. Read aloud the **Study Skills** box and point out that this advice will help Ss complete the task successfully.
- Ask various Ss to tell the story of Finn MacCool, using their notes from Ex. 4a.

**Suggested Answer Key**

**Once**, there was a giant called Finn MacCool who **built** a rock bridge from Ireland to Scotland. Finn lived in Ireland and his enemy, Benandonner, **lived** over the sea in Scotland. They couldn't **cross** the sea to fight. **One day**, Finn **threw** rocks into the sea and **made** a bridge. **Then**, he was tired so he **went to sleep**. **Then**, Benandonner **started running** across the bridge. Finn's wife **tried to wake him up**, but he didn't, so she **dressed him in babies' clothes**. When Benandonner saw the sleeping baby, he **imagined** the size of the father. He was scared. **In the end**, Benandonner **ran back** to Scotland and **pulled up** the rocks so Finn couldn't follow him.

6 a) **Aim** To predict missing information in a listening task

Draw Ss' attention to the advert and elicit what part of speech is missing in each gap.

**Answer Key**

1 a name                      3 a noun                      5 a noun  
2 a noun                      4 a number

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

- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers on the board.

**Suggested Answer Key**

1 John                      3 photographs                      5 bookshop  
2 pages                      4 £12

7 **Aim** To write an email about a visit to the Giant's Causeway

- Explain the task and give Ss some time to complete it. Remind Ss to include all the points in the rubric. Check Ss' answers.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Dear Andrew,  
I'm back from Ireland. I had a wonderful time and I visited some great places, but the best was the Giant's Causeway. It's a rock bridge that stretches from Ireland to Scotland. It's made of thousands of rocks that fit together to make a surface you can walk on. It leads out into the sea. There is a legend that a giant called Finn MacCool built the bridge to cross the sea to Scotland to fight his enemy. It was amazing, I felt so small standing on it. I took lots of pictures for you to see.  
See you soon,  
Brian

**Activity for weaker classes**

Write the email in the **Suggested Answer Key** in Ex. 6 and remove words to create a gapped text. Give the words in a list for Ss to complete. Suggested words to omit: *time, best, bridge, rocks, surface, giant, cross, enemy.*

**2d**

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

- Explain the task. Play the recording with pauses for Ss to repeat chorally or individually.

- Then Ss read the sentences and say what they think the dialogue is about (*a film a person watched*).

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

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

**Answer Key**

The dialogue is about the film 'Avengers: Age of Ultron'.

2 **Aim** To read for specific information and consolidate situational language through translation

- Allow Ss time to read the dialogue and answer the questions.

**Answer Key**

- 1 'Avengers: Age of Ultron'
- 2 A science-fiction film.
- 3 Robert Downey Jr, Chris Hemsworth and Chris Evans.
- 4 Yes, he did. The special effects were amazing.

- Elicit the L1 equivalents for the sentences in Ex. 1 (Ss' own answers)

**Background information**

**Robert Downey Jr** is an American actor. He was born on 4th April, 1965. Some of his films include *Tropic Thunder*, *Gothica*, *Iron Man* and *Avengers*.

**Chris Hemsworth** is an Australian actor. He was born on 11th August 1983. Some of his films include *Star Trek*, *Thor* and *Avengers*.

**Chris Evans** is an American actor. He was born on 13th June 1981. Some of his films include *Fantastic Four*, *Captain America* and *Avengers*.

3 **Aim** To learn synonymous phrases

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

**Answer Key**

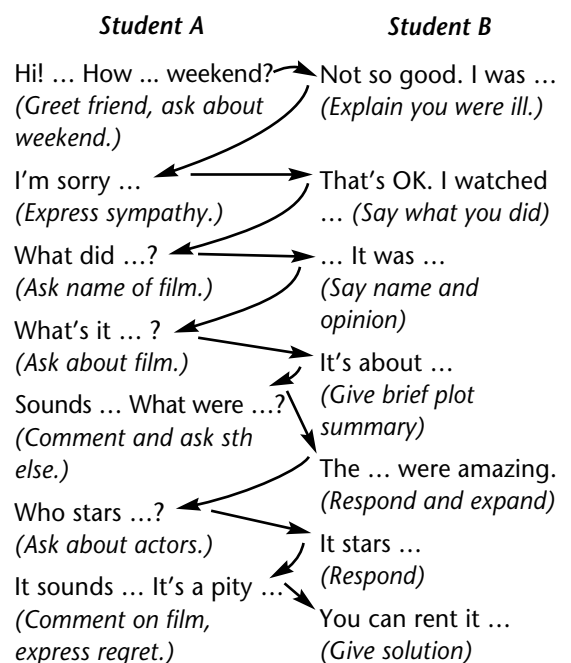
- 1 Did you enjoy your weekend? – How was your weekend?
- 2 That's too bad. – I'm sorry about that.
- 3 Sounds really good. – Sounds exciting.
- 4 Which actors were in it? – Who stars in it?
- 5 It's a shame I missed it. – It's a pity I didn't watch it.

4 **Aim** To act out a dialogue

- Play the recording. Ask Ss to work in pairs and take roles and read out the dialogue. Pay attention to Ss' rhythm and intonation and correct as necessary.

5 **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



**Suggested Answer Key**

- A: Hi Ann. How was your weekend?  
B: Not so good. I was ill so I stayed at home.  
A: I'm sorry about that.  
B: That's OK. I watched a good comedy adventure film.  
A: What did you watch?  
B: 'Night at the Museum 2'. It was brilliant.  
A: What's it about?  
B: It's about a security guard who works in a museum where the exhibits come to life.  
A: Sound interesting. What were the special effects like?  
B: The special effects were amazing.  
A: Who stars in it?  
B: Ben Stiller plays the security guard and it also stars Amy Adams and Owen Wilson.  
A: It sounds great. It's a pity I didn't watch it.  
B: You can rent it on DVD.

## Across Cultures

1 a) **Aim** To introduce the topic

Initiate a class discussion about heroes and elicit Ss' answers to the questions in the rubric.

**Suggested Answer Key**

*A hero is a brave person who does something amazing. Robin Hood was a hero. He robbed the rich and gave to the poor.*

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

- Direct Ss' attention to the pictures and elicit their guesses to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out the answers.

**Answer Key**

*Peter the Great was famous for modernising Russia. William Wallace was famous for fighting for the freedom of Scotland.*

### Background information

**Alexis I** was the Tsar of Russia. He was born in 1629 and died in 1676. He was Peter the Great's father.

**Feodor III** was also the Tsar of Russia. He was born in 1661 and died in 1682. He was Peter the Great's older brother.

**Saint Petersburg** was a city founded by Tsar Peter the Great in 1703. It was the imperial capital of Russia.

**Edward I** was an English king. He ruled from 1239 - 1307. He conquered Wales and started a long war with Scotland which continued after his death.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 F (Peter created a new capital city called Saint Petersburg.)

- 3 NS
- 4 T
- 5 T

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

Explain the task and give Ss time to complete the sentences. Ss tell their partners. Elicit a variety of answers from Ss around the class to check their answers.

**Answer Key**

- 1 ... I am proud of our history.
- 2 ... people die.
- 3 ... everyone should be able to live their life in freedom.
- 4 ... I want them to have a better life.

3 **Aim** To learn the pronunciation of weak forms

- Explain that weak forms are words that are not stressed in a sentence and strong forms are words that are stressed to give emphasis in a sentence. Point out that question words, adjectives and proper nouns are often stressed.
- Play the recording with pauses for Ss to repeat either chorally or individually. Play the recording again for Ss to underline the strong forms.
- Check Ss' answers.

**Answer Key**

- 1 Alexander the Great was a brave hero.
- 2 Was William Wallace Scottish?
- 3 They were both very brave.
- 4 Were they both great leaders?

4 **ICT** **Aim** To write about a hero from your country

- Explain the task. Ask Ss to look up information on the Internet or in encyclopaedias or other reference books about a hero from their country and write a short text either in class or as HW.
- Tell Ss that they can also use the website suggested on the Express Publishing website to help them.
- Remind Ss to include all the points in the rubric. Ask various Ss to read out their texts to the class.

**Suggested Answer Key**

*Fyodor III was born in 1661 and died very young at the age of 21. He was emperor of Russia for five years. He was well known for helping to develop the Western culture in Russia which made it easier for his brother, Peter the Great to make changes and new laws based on Western models that affected many people.*

**CLIL TIME: History**

- 1 a) **Aim** To introduce the topic and stimulate interest in the text
- Draw Ss' attention to the title and the pictures and play the recording.
  - Elicit a variety of questions about the Mayan civilisation from Ss around the class and write three of them on the board.

**Suggested Answer Key**

- 1 Where was it?                      3 Why did it disappear?  
 2 When did it exist?

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

Play the recording. Ss listen and follow the text in their books to see if they can answer the questions on the board.

**Suggested Answer Key**

- 1 It was from southern Mexico and other parts of Central America.  
 2 Not answered in text.  
 3 A tragedy happened. Some people say it was a war or a drought.

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

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Ask Ss to read out the **Did you know?** box.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 F (The Mayan civilisation was in southern Mexico and other parts of Central America.)  
 2 F (They were very clever people.)  
 3 NS  
 4 T  
 5 T  
 6 F (Some say there was a war, others say there was a drought.)

- 3 **Aim** To complete a summary and consolidate new vocabulary

Explain the task and give Ss some time to complete it, then check Ss' answers.

**Answer Key**

- 1 civilisation                      4 pyramids                      7 drought  
 2 got on well                      5 statues  
 3 temples                          6 war

- THINK!** **Aim** To compare an ancient city to a modern city

- Read the rubric aloud and give Ss three minutes to formulate their answers and write their sentences.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

**Suggested Answer Key**

There were stone buildings in Mayan cities. There are stone buildings in my city too. There were statues in Mayan cities and there are statues in my city too.

- 4 **ICT** **Aim** To write a short article about another ancient civilisation

- Ask Ss to look up information on the Internet or in encyclopaedias or other reference books about another ancient civilisation. Tell Ss that they can use the website suggested on the Express Publishing website to help them. Allow time for Ss to collect the information and prepare their articles. Remind Ss to cover all the points mentioned in the rubric.
- Alternatively, assign the task as HW.

**Suggested Answer Key**

The Nubian civilisation was an ancient civilisation in northern Sudan and southern Egypt. The Nubian people were very rich because their land had a lot of gold mines. They were very clever and had their own alphabet with 23 letters. Nubian cities had lots of beautiful palaces and temples with statues like sphinxes. The Egyptians and the Assyrians defeated them. They slowly lost all their land and riches. The last Nubian kingdom disappeared in 1900.

**Writing**

- 1 a) **Aim** To read for cohesion and sequence of events

- Explain the task and give Ss some time to complete it.
- Play the recording and check Ss' answers around the class.

**Answer Key**

- 1 1809                                  4 the age of 52                      7 to this day  
 2 19                                      5 On 14<sup>th</sup> April  
 3 1836                                  6 the next day

**b) Aim** To put events in order and summarise a text

- Read the **Study Skills** box aloud and give Ss time to order the dates/events.
- Ss then tell their partner a summary of the biography of Abraham Lincoln.
- Monitor the activity around the class and then ask some Ss to tell the class about Abraham Lincoln.

**Answer Key**

1809, 19, 1836, the age of 52, on 14th April, the next day, to this day

**Suggested Answer Key**

Abraham Lincoln was born in Kentucky in 1809. When he was a child, he lived on a farm. He left the farm at 19. He studied hard and became a lawyer in 1836. At the age of 52, he was elected President of the USA. He guided his country through the civil war and stopped slavery. On 14th April, 1865 he was shot by John Wilkes Booth. He died the next day. To this day, people remember him as a great leader.

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

- Explain the task and point out that the information Ss hear will help them to prepare for the writing task to follow.
- Play the recording. Ss listen and complete the notes.
- Check Ss' answers.

**Answer Key**

**Name:** Catherine the Great

**When/Where born:** 1729 in Stittin, Poland

**Early years:** at the age of 16 she married Emperor Peter III and became an empress, she had four children

**Achievements:** made important changes, she built a huge empire, became longest ruling female of Russia

**Later years:** ruled for 51 years

**When/Where died:** in November 1796, in Saint Petersburg

**3 Aim** To write a biography

- Explain the task and play the recording again if necessary for Ss to make more notes.
- Go through the paragraph plan and remind Ss to cover all the points mentioned.
- Allow Ss some time to complete the task or assign as HW.
- Check Ss' answers by asking various Ss to read out their biographies to the class.

**Suggested Answer Key**

Catherine the Great was a powerful woman. She was born in Stittin, Poland. At the age of 16 she married Tsar

Peter III and became an empress. They had four children. While she was empress she made important changes and built a huge empire. She became the longest ruling leader of Russia and ruled for 51 years. She sadly died in November 1796, in Saint Petersburg. Catherine was a strong leader and people still remember her.

**Activity for weaker classes**

Write the sentences in the second and third paragraph in the **Suggested Answer Key** in Ex. 3 in a muddled order. Ask Ss to put them in the correct chronological order.

**Exam Practice 2**

**1 Aim** To prepare for the task

- Allow Ss some time to read the text quickly to get the main idea.
- Refer Ss to the statements and the underlined words and phrases in each.
- Ss complete the task.
- Invite Ss to read out their answers and the parts of the text containing the information referred to.

**Answer Key**

- A NS (The text does not say that people sing the national anthem at schools. The text only mentions that people sing the national anthem, for example at football matches or the Olympics.)
- B F (There are rules that people follow when they sing....everyone must watch the flag go up when they are singing.)
- C T (The national anthem has words to show the feelings of the Russian people.)

**2 Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Remind Ss that the order of the questions is the same as the order in which the pieces of information are presented in the text.
- Ss read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- Optional- Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 F (The red stripe symbolised the Earth.)
- 3 NS
- 4 F (Their flag had similar colours to the old flag..)
- 5 T
- 6 NS

## Let's party!

<b>Topic</b>	
In this module Ss will explore the topic of festivals and celebrations.	
<b>Module page</b>	<b>31</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Festival/Celebration Activities ( <i>eat a traditional meal, wear masks, watch a street parade, wear traditional costumes, dance to music, open presents, listen to a band, paint their faces, watch a fireworks display</i> )	
<b>3a</b>	<b>32-33</b>
<b>Lesson objectives:</b> To read for specific information, to ask for and express opinions, to talk about feelings, to write about a festival <b>Vocabulary:</b> Feelings ( <i>thrilled, cheerful, disappointed, surprised, shy, nervous, embarrassed, bored</i> ); Verbs ( <i>prepare, attend</i> ); Nouns ( <i>celebration, nut, feast, temple, snapshot, music, festival, midnight, event</i> ); Adjectives ( <i>brilliant, gigantic, ancient, live, historic</i> ); Phrases ( <i>fireworks, display, time of my life</i> )	
<b>3b</b>	<b>34-35</b>
<b>Lesson objectives:</b> To learn the past continuous, to compare the past simple and the past continuous	
<b>3c</b>	<b>36-37</b>
<b>Lesson objectives:</b> To read for specific information, to practice phrasal verbs: take, to listen for specific information, to describe an experience, to complete an email <b>Vocabulary:</b> Disneyland ( <i>boat ride, fairytale castle, haunted house, parade, pirate ship, roller coaster, merry-go-round, Disney character</i> ); Verb ( <i>greet</i> ); Nouns ( <i>fairytale, guest, cowboy, ride, haunted house, roller coaster, speed</i> ); Adjective ( <i>exhausted</i> ); Phrases ( <i>believe my eyes, hold your breath</i> )	

<b>3d</b>	<b>38</b>
<b>Lesson objectives:</b> Narrating past events <b>Vocabulary:</b> Sentences ( <i>How was your holiday? You'll never guess what happened. What's wrong? That's terrible! How did it happen? Are you kidding? Oh dear! I'm really sorry.</i> ) Expressing surprise ( <i>You'll never guess what happened. Incredible, isn't it? Are you kidding? You must be joking! That's shocking! No way!</i> ) Expressing regret/sympathy ( <i>Oh dear! That's too bad. I'm really sorry. That's awful/terrible!</i> )	
<b>Across Cultures</b>	<b>39</b>
<b>Lesson objectives:</b> To read for coherence and cohesion, to write about a festival in your country <b>Vocabulary:</b> Verbs ( <i>organise, race</i> ); Nouns ( <i>regatta, competitor, decoration, race, lake, blade, crowd, strait, event, prize, winner</i> ); Adjectives ( <i>wet, giant</i> ); Phrases ( <i>take place, rowing boat</i> )	
<b>CLIL TIME: History</b>	<b>40</b>
<b>Lesson objectives:</b> To read for specific information, to write a short text about an ancient festival and give a presentation of it <b>Vocabulary:</b> Verb ( <i>last</i> ); Nouns ( <i>goddess, competition, contest, boxing, wrestling, golden crown, procession, temple</i> )	
<b>Writing</b>	<b>41</b>
<b>Lesson objectives:</b> To read for sequence of events, to listen for specific information and ideas, to write a story <b>Vocabulary:</b> Verbs ( <i>travel, move from side to side, wonder, step back</i> ); Nouns ( <i>legend, journey, edge, log</i> ); Adjectives ( <i>excited, misty</i> ); Phrase ( <i>in horror</i> )	
<b>Exam Practice 3</b>	<b>42</b>
<b>Lesson objectives:</b> To enable Ss to develop their Listening and Speaking skills by listening for specific information and by giving a two-minute talk about festivals, thus providing extra practice for the RNE exam.	

# Module 3

## ►► What's in this module?

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

## Find the page numbers for

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

### **Answer Key**

*an ancient statue (p. 40)*

*Do you know who this statue represents? Are there many statues in your town/city? Who do they represent?*

*a story (p. 41)*

*Do you like stories? What is your favourite type of story? Why?*

*funny boats (p. 39)*

*Do you have any funny boats in your country? Where can you see them? How many types of boats do you know of?*

## Vocabulary

### 1 To present new vocabulary

- Draw Ss' attention to the pictures and the phrases.
- Play the recording. Ss listen and repeat chorally or individually. Ask various Ss to give the L1 equivalents.

*(Ss' own answers)*

### 2 To practise the past simple

Explain the task and read out the examples. Elicit the remaining answers from Ss around the class.

#### **Suggested Answer Key**

3 *They watched a street parade.*

4 *They wore traditional costumes.*

5 *They danced to music.*

6 *They opened presents.*

7 *They listened to a band.*

8 *They painted their faces.*

9 *They watched a fireworks display.*



**3a**

1 a) **Aim** To introduce the topic

Elicit a variety of answers to the questions in the rubric from Ss around the class.

(Ss' own answers)

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

- Read out the **Study Skills** box. Direct Ss' attention to the title and the picture and allow them two minutes to read the introduction and the first sentence in each text. Elicit what the texts are about then ask Ss to think of a question for each festival. Write two of them on the board.
- Play the recording. Ss listen and follow the text in their books and check if the questions were answered.

**Answer Key**

The first text is about the Monkey festival in Lopburi and the second text is about the White Nights festival in Saint Petersburg.

**Suggested Answer Key**

Are there real monkeys at the festival in Lopburi? (Yes, there are.)

Why do they call it the White Nights festival? (Because the sun stays out until midnight during the season of the midnight sun.)

**Background information**

**Lopburi** is a very old city in Thailand about 150 km from Bangkok. It has many ancient temples and ruins. It is a popular tourist destination. People go to see the Macaque monkeys that live there especially during the Monkey Festival in November.

**St Petersburg** is a Russian port city on the Baltic sea. It was founded in 1703 by Peter the Great and was the imperial city for two centuries. It remains the country's cultural centre. Every year, people go to the White Nights festival which is an international arts festival during the season of the midnight sun.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.

- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 F (There were over 10,000 people)
- 3 NS
- 4 T
- 5 F (Artyom's mum really liked the Opera)

3 **Aim** To read for specific information

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers.
- Ask Ss to read out the **Did you know?** box.

**Answer Key**

- 1 During the Monkey Festival the monkeys eat nuts, fruit and vegetables.
- 2 Children in monkey costumes take part in the parade at the Monkey Festival.
- 3 Because at this time the sun stays out until midnight.

4 **Aim** To consolidate vocabulary/phrases related to festivities

Allow Ss some time to do the task. Check Ss' answers around the class.

**Answer Key**

- |            |            |        |
|------------|------------|--------|
| 1 had      | 4 went     | 7 took |
| 2 attended | 5 was      | 8 was  |
| 3 happens  | 6 prepared |        |

5 a) **Aim** To recognise past forms

- Explain the task. Ss go through the text again, find all the past forms and write them in their notebooks.
- Elicit answers from Ss around the class.

**Answer Key**

took (I), went (I), prepared, put (I), climbed, pulled, hurt (I), took (I), listened, had (I), was (I), came (I), were wearing, danced, tried, were (I), saw (I), wore (I), acted

b) **Aim** To practise using the past simple

Ss complete the task. Check Ss' answers.

**Answer Key**

- |            |            |           |
|------------|------------|-----------|
| 1 listened | 3 put      | 5 climbed |
| 2 enjoyed  | 4 prepared |           |



To consolidate comprehension of a text and express an opinion

- Read the rubric aloud.
- Allow Ss three minutes to formulate their answers and write their sentences.
- Ask various Ss to read out their sentences to the class.

#### Suggested Answer Key

*I would like to attend the White Nights festival in Saint Petersburg. I love watching firework displays and water shows./I would like to go to the Monkey Festival in Lopburi. I like monkeys and I love watching parades. It sounds like fun.*



6 To present and categorise new vocabulary

- Explain the task and ask Ss to write the headings in their notebooks. Elicit their meanings (*pleasant/unpleasant*).
- Ask Ss to write the adjectives under the headings.
- Play the recording. Ss listen and check their answers. Then elicit the L1 equivalents from Ss around the class.
- Ss then make sentences using the adjectives to tell the class about when they felt these feelings, as in the example.

#### Answer Key

Positive	Negative
<i>thrilled</i>	<i>disappointed</i>
<i>cheerful</i>	<i>surprised</i>
<i>surprised</i>	<i>shy</i>
	<i>nervous</i>
	<i>embarrassed</i>

*I felt **cheerful** when I opened my presents.*

*I felt **disappointed** when I failed my test.*

*I felt **surprised** when he showed me his costume.*

*I felt **nervous** when I was taking my final exams.*

*I feel **shy** when I talk in public.*

*I felt **embarrassed** when I slipped in the lake.*



7 To practise asking for and expressing opinions through role play

- Explain the task and ask two Ss to read out the example.
- Allow Ss some time to read through the useful language boxes, choose a celebration and act out their discussions.
- Monitor the activity around the class and then ask various Ss to act out their discussion in front of the class.

#### Suggested Answer Key

A: *Where were you last weekend?*

B: *I was at a wedding.*

A: *Did you enjoy yourself?*

B: *Oh yes, it was great.*

A: *Did you enjoy the spring festival last weekend?*

B: *No, it was very disappointing.*

A: *What was the fancy dress party last Sunday like?*

B: *It was exciting.*

A: *What did you think of the New Year's Eve party last weekend?*

B: *I didn't like it. It was boring.*



8 To complete an email about a festival

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

#### Suggested Answer Key

*Dear Sue,*

*I had a great time in Lopburi, Thailand. It was **the Monkey Festival** and I had a wonderful time. People prepared **a feast** and they **put lots of nuts and fruit on tables for the monkeys at an ancient temple**. I watched **an amazing parade of children in monkey costumes**. I was very **happy**.*

*Yours,*

*Jane*

### 3b



1 To present the past continuous

- Ss' books closed. Say, then write on the board: *I was studying yesterday*. Explain/Elicit how the past continuous affirmative is formed (*personal pronoun + was/were + verb + ing*). Explain that it is the same in all persons and we use it to talk about actions happening at a certain time in the past.
- Say, then write on the board: *I wasn't studying yesterday*. Explain/Elicit how the past continuous negative is formed (*personal pronoun + wasn't/weren't + verb + ing*). Explain that this is the same in all persons.
- Say, then write on the board: *Was I studying yesterday*. Explain/Elicit how the past continuous interrogative is formed (*was/were + personal pronoun + verb + ing*). Explain that this is the same in all persons.
- Do a drill with Ss. Write on the board: *I was sleeping last night*. Give Ss different subject pronouns, Ss substitute the subject, as in the example.  
e.g. T: Tom  
S1: Tom was sleeping last night.  
T: The dog  
S2: The dog was sleeping last night.
- Do similar drills for the negative and the interrogative forms.
- Ss' books open. Give Ss time to read through the theory, elicit how we form the past continuous and then elicit any similar structures in Ss' L1.

**Answer Key**

We form the past continuous affirmative with: **personal pronoun + was/were + verb + ing**; the negative with: **personal pronoun + wasn't/weren't + verb + ing**; and the interrogative with: **was/were + personal pronoun + verb + ing**. We write short answers with **Yes/No + personal pronoun + was/wasn't or were/weren't**.

(Ss' own answers)

**2** **Aim** To practise the past continuous affirmative

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

**Answer Key**

- |                |                |
|----------------|----------------|
| 1 was drinking | 4 were eating  |
| 2 were dancing | 5 was painting |
| 3 was taking   |                |

**3** **Aim** To practise the past continuous

- Explain the task, direct Ss' attention to the picture in Ex. 2 and read out the example.
- Ss complete the task. Check Ss' answers.

**Answer Key**

- 2 Paul wasn't eating. He was dancing.
- 3 Jim and Bob weren't dancing. They were eating sandwiches.
- 4 John wasn't painting Jessie's face. He was taking pictures.
- 5 Jane wasn't dancing. She was drinking Coke.

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

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

**Answer Key**

- 2 Were John and Lucy watching a DVD? No, they weren't. They were playing computer games.
- 3 Was Tom eating a meal with his family? No, he wasn't. He was walking in the park with friends.
- 4 Was Jane sleeping? No, she wasn't. She was reading a book.
- 5 Were Andy and Mark playing football? No, they weren't. They were visiting a wildlife park.

**5** **Aim** To practise all forms of the past continuous

- Explain the task and ask two Ss to model the example dialogue.
- Ss complete the task in pairs. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

**Suggested Answer Key**

- A: Last Sunday at 2:00 pm, I was at the park.  
 B: Were you playing football?  
 A: Yes, I was.  
 B: Last Sunday at 6:00 pm, I was in the city centre.  
 A: Were you watching a film at the cinema?  
 B: No, I wasn't.  
 A: Were you bowling at a bowling alley?  
 B: Yes, I was.

**6** **Aim** To compare the past simple and the past continuous

- Ss' books closed. Say then write on the board: *At 10 pm last night I was driving home.* Explain/Elicit that we don't know when you set off or when you got home only that *the action was in progress at a stated time in the past.*
- Say then write on the board: *I arrived home at 11 pm.* Explain/Elicit that the action was *completed at a stated time in the past.*
- Say then write on the board: *I was listening to the radio while I was driving.* Ask Ss to say how many actions there were (2) and when they were happening (*at the same time*).
- Say then write on the board: *I drove home and then I went to bed.* Ask Ss to say how many actions there were (2) and when they happened (*one after the other*).
- Elicit the rules for the use of the past simple and the past continuous (*past simple = a completed action at a stated time in the past, actions that happened one after the other in the past; past continuous = an action in progress at a stated time in the past, actions that happened at the same time in the past*).
- Ss open their books, read through the theory box and say the examples in their L1. Then elicit examples from the text on p. 34.

(Ss' own answers)

**Suggested Answer Key**

*I went ... last November (past simple – an action at a certain time in the past)*  
*climbed ... and pulled (past simple – actions one after the other in the past)*  
*Last February ... people were wearing ... (past continuous – action that was happening at a particular time in the past)*

**7** **Aim** To practise the past simple and identify irregular past forms

- Give Ss time to complete the task and then check Ss' answers. Refer Ss to the list of irregular verbs at the back of the book to help them if necessary.
- Ask Ss around the class to identify the irregular verb forms.

## Answer Key

- |                |  |                |  |
|----------------|--|----------------|--|
| 1 went         |  | 7 were singing |  |
| 2 was          |  | 8 took         |  |
| 3 was snowing  |  | 9 wore         |  |
| 4 had          |  | 10 let off     |  |
| 5 were         |  | 11 enjoyed     |  |
| 6 were dancing |  | 12 did         |  |

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

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

#### Answer Key

- 1 were dancing, arrived
- 2 were watching, started
- 3 left, got, drove
- 4 arrived, was watching
- 5 saw, was walking
- 6 painted
- 7 were you doing
- 8 was cooking, was washing

### 9 **Aim** To practise the past simple and past continuous using personal examples

Explain the task and read out the example. Give Ss a three-minute time limit to write their sentences and then ask various Ss around the class to read their sentences out to the class.

#### Suggested Answer Key

*I finished my homework, then I watched TV.*

*Last Monday morning, I was having an English lesson at school.*

*I was sitting on the school bus when I saw my friend's brother.*

*Last Friday evening at 8:00, I was having fun at a party.*

*I was laughing and dancing while my friend was singing karaoke.*

## 3c

### 1 **Aim** To introduce key vocabulary related to the topic through pictures

Direct Ss' attention to the pictures and go through the words in the list. Explain/Elicit the meaning of any unknown words and then elicit which they can see in the pictures.

#### Answer Key

*The pictures show: a roller coaster, a fairytale castle, a parade, a merry-go-round, a pirate ship.*

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

- Read the questions in the rubric aloud. Ask Ss to look up the meanings of the words in the **Check these words** box in their dictionaries.
- Elicit Ss' guesses. Play the recording. Ss listen and follow the text in their books and check their guesses.

- Check Ss' answers around the class.

#### Answer Key

*Disneyland is in Paris.*

*You can watch a parade, meet Disney characters, ride roller coasters and merry-go-rounds, see a haunted house, eat in restaurants and stay in beautiful hotels.*

### 3 a) **Aim** To read for specific information

- Allow Ss some time to read the text and the statements.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

#### Answer Key

- 1 T
- 2 F (*It was her first time in Disneyland.*)
- 3 NS
- 4 F (*Penny preferred the roller coaster.*)
- 5 T

### b) **Aim** To provide subheadings

Elicit a variety of suitable titles for the paragraphs from Ss around the class.

#### Suggested Answer Key

*A New Experience*

*The Attractions*

*A Great Weekend*

### c) **Aim** To consolidate comprehension of a text

- Explain the task.
- Allow Ss three minutes to formulate their answers. Ss read their sentences in pairs, then ask some pairs to report back to the class.

#### Suggested Answer Key

*Disneyland sounds like a really interesting and fun place to visit. I would like to go there and go on the rides and stay in a nice hotel. I think it would be very exciting.*

**4** **Aim** To present phrasal verbs

- Check understanding of the form verb + particle.
- Read the meaning of the phrasal verbs aloud and give more examples on the board (if necessary).
- Alternatively, give a definition, a synonym or draw a simple sketch of the meaning of the phrasal verb for Ss to guess.
- Allow Ss some time to complete the task.
- Check Ss answers around the class.

**Answer Key**

1 off      2 up      3 after      4 down

**5** **Aim** To describe an imaginary experience using adjectives

- Explain the task and ask two Ss to read the example exchange aloud. Explain any unknown adjectives.
- Ss do the task in closed pairs, then ask some pairs to talk in front of the class.

**Suggested Answer Key**

A: I thought the hotel was **beautiful**. They had beautiful flowers everywhere.

B: I went on the merry-go-round, but I thought it was **boring**. I liked the roller coaster better.

A: Did you see the parade? It was fun. The costumes were **amazing**.

B: Yes, it was great. We went to the restaurant after that and had lunch. It was very **relaxing**.

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

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional*- Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

**Answer Key**

A 1                      B 3                      C 2

**7** **Aim** To act out a situational dialogue about your holiday

- Explain the task and ask two Ss to model the example. Ss complete the task in pairs.
- Monitor the activity around the class then choose some pairs to act out their dialogues in front of the rest of the class.

**Suggested Answer Key**

...

B: It's great. It's like a magic city from a fairytale. I'm thrilled to be here. There are lots of roller coasters and

other rides as well as a haunted house and a fairytale castle. Each morning, there is a parade with all the Disney characters. They talk to people in the crowd and have their picture taken with them. There are also lots of restaurants to eat at and the food is great.

A: Wow, I hope I can go to Disneyland one day. It sounds like fun.

**8** **Aim** To complete an email to a friend about a theme park visit

- Explain the task and allow Ss some time to complete it.
- Ask various Ss around the class to read out their answers to the rest of the class.

**Suggested Answer Key**

Hi Lisa,

Last Saturday, I went **to a theme park** with my friend Susan. It was **brilliant**. We went **on a lot of rides**. My favourite was **the roller coaster** and Susan really liked **the pirate ship**. We also **ate in a restaurant where the people were all cartoon characters**. My friend had **a burger** but I had **a pizza**. We had a great time. How was your weekend?

From

Katy

**3d**

**1** **Aim** To present situational language

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

**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 (*talking about sth that happened on holiday*).
- Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

The dialogue is about what happened to Betty on her holiday.

**3** **Aim** To learn synonymous phrases

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

**Answer Key**

Did you enjoy your holiday? – How was your holiday?

What's the matter? – What's wrong?

That's awful! – That's terrible!

*I know! It's amazing! – Incredible, isn't it?  
That's too bad. – I'm really sorry.*

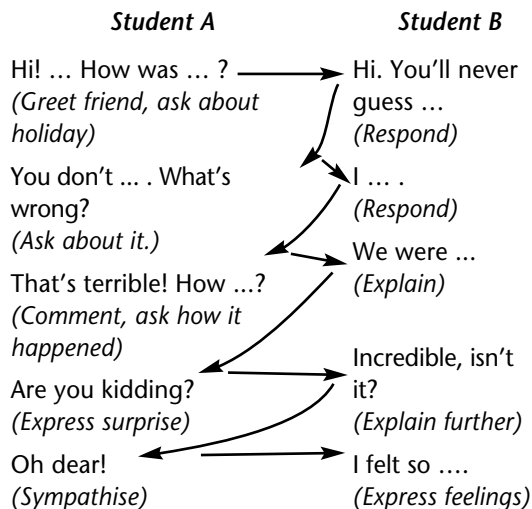
- Elicit the L1 equivalents from Ss around the class.  
(Ss' own answers)

**4** **Aim** To act out a dialogue

- Play the recording again. Ask Ss to work in pairs and take roles and read out the dialogue. Ask Ss to mind their intonation.
- Monitor the activity around the class and ask some groups to read out the dialogue in front of the class.

**5** **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



**Suggested Answer Key**

- A: Hi, Jane. How was your holiday?  
B: Hi, Kim. You'll never guess what happened.  
A: You don't look very happy. What's wrong?  
B: I lost my purse.  
A: That's terrible! How did that happen?  
B: We were celebrating La Tomatina. People were throwing tomatoes at each other.  
A: Are you kidding?  
B: Incredible, isn't it? When I got back to my hotel, I realised my purse was gone.  
A: Oh dear! I'm really sorry!  
B: I felt so disappointed.

**6** **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 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.

**Across Cultures**

**1** **Aim** To read for cohesion and coherence (open cloze)

- Direct Ss' attention to the pictures and the title. Elicit what the text can be about (*festivals which take place on the water*).
- Explain that Ss have to think of an appropriate word for each gap that makes sense in context.
- Allow Ss some time to read the text and complete the task and compare their answers with their partners.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box, then check Ss' answers.

**Answer Key**

- |          |       |         |       |
|----------|-------|---------|-------|
| 1 their  | 3 lot | 5 along | 7 for |
| 2 across | 4 to  | 6 There | 8 all |

**Background information**

**Saint Petersburg** is the second largest city in Russia. It is a port city that was founded by Tsar Peter the Great.

**Kronverksky strait** is a narrow waterway in Saint Petersburg, Russia.

**Windsor** is a small town in Nova Scotia in Canada. It takes its name from an English town in Berkshire. Less than 4,000 people live there. It is near to Lake Pesquid and it is famous for its Pumpkin Regatta that takes place there every year.

**Canada** is a large country in North America. It extends from the Atlantic Ocean on one side to the Pacific Ocean on the other. The capital city is Ottawa, but the largest city is Toronto. 33 million people live there.

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

- Explain the task and ask Ss to copy the table into their notebooks. Allow Ss time to read the text again and complete the table. Check Ss' answers.

**Answer Key**

<b>Name</b>	Golden Blades Regatta	Windsor Pumpkin Regatta
<b>Date</b>	June	October
<b>Place</b>	St. Petersburg, Russia	Windsor, Canada
<b>Activities</b>	People race rowboats with strange designs that look like dragons and other monsters. There are also lots of fun activities for the whole family.	People cut out a huge pumpkin, paint it bright colours and add decorations and race pumpkin boats across the lake

**Suggested Answer Key**

The Golden Blades Regatta takes place every June in Saint Petersburg, Russia. People race rowboats with strange designs that look like dragons and other monsters.

The Windsor Pumpkin Regatta takes place every October in Windsor, Canada. People cut out the inside of a huge pumpkin, paint it bright colours and add decorations and race pumpkin boats across the lake.

**THINK Aim** To personalise the topic

- Play the recording. Ss listen and follow the texts in their books.
- Give Ss three minutes to formulate their answers to the questions in the rubric and write sentences.
- Ss read out their sentences to their partners, then ask some pairs to report back to the class.

**Suggested Answer Key**

I would like to go to the International Bathtub Regatta. I think it would be fun to watch the strange boats and to throw water at the people. I would like to go to the Pumpkin Regatta. I think it would be fun to see pumpkin boats race across the lake.

**3 ICT Aim** To write about a local festival

- Explain the task. Ask Ss to work in groups and look up information on the Internet, in encyclopaedias or in other reference books about a festival in their country and write about it.
- Tell Ss they can use the website suggested on the Express Publishing website to help them. Ss complete the task and present their festival to the class.
- Alternatively, assign the task as HW.

**Suggested Answer Key**

The 'Magic ice of Siberia' takes place once a year in winter. People take part in an international snow and ice sculptures competition. Teams of sculptors, architects and artists from Russia and beyond create large frozen artworks. Thousands of people join in the fun every year. Everyone has a great time.

**CLIL TIME: History**

**1 Aim** To introduce the topic, predict the content of the text and listen and read for specific information

- Elicit what, if anything, Ss know about the Panathenaea. Draw Ss' attention to the pictures.
- Allow Ss some time to read the text and the statements.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 F (It lasted for several days)
- 3 NS
- 4 T
- 5 T
- 6 T
- 7 F (They walked in a long procession through the streets to the temple of Athena, the Parthenon on the Acropolis.)
- 8 F (Musicians and singers competed for a golden crown.)
- 9 NS
- 10 F (Four little girls carried the statue of Athena.)

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

- Explain the task. Go through the phrases in the list. Explain any unknown words.
- Ss tell their partners about the festival. Monitor the activity around the class. Invite various Ss to narrate their experience to the class.

**Suggested Answer Key**

... I watched sports competitions and music and poetry contests. I saw foot and horse races as well as boxing and wrestling matches and boat races. On the last day, people walked in a long procession through the streets towards the Acropolis up to the Parthenon. Four little girls carried a statue of Athena. Then, people had a big dinner. It was fantastic.


**3 ICT Aim** To write a short text about a Roman festival

- Ask Ss to work in groups and look up information on the Internet, in encyclopaedias or in other reference books about a Roman festival. Give Ss time to write a short text, then ask various groups to present the festival to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

The Consualia Festival is a celebration for Consus, the Roman god of counsel. This god protected the harvest and the grains that people stored underground. The temple of Consus was also underground. During the celebration, horses and mules did not have to work. People decorated them with garlands and flowers and led them through the streets. There were also chariot races on this day.


**Writing**

**1  To predict the order of events in a story**

- Explain the task and direct Ss' attention to the pictures. Ask questions. How many characters are there? (3) How are they related? (They're a family.) Where are they? (By a lake.) What are they doing there? (They are having a picnic.)
- Ask Ss to try to order the pictures. Then play the recording for Ss to listen and follow the text in their books and check.

**Answer Key**

1 D      2 C      3 A      4 B

**2  To read for structure and order of events and give a summary of a story**


- Explain the task and read out the **Study Skills** box.
- Allow Ss time to read the text again and put the events in order and then ask various Ss around the class to give a summary of the story.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

**Answer Key**

- A 2 They reached the lake.
- B 1 They started their journey to Loch Ness.
- C 3 John walked to the lake to take pictures.
- D 7 John realised his mistake.
- E 4 A long neck appeared.
- F 8 They had their picnic.
- G 6 His dad laughed.
- H 5 John started shouting.

**Suggested Answer Key**

**First**, they started their journey to Loch Ness. **Then**, they reached the lake and John walked to the lake to take pictures. **Next**, a long neck appeared and John started shouting. His dad laughed and John realised his mistake. It was a log. **After that**, they had their picnic.

**3  To listen for ideas for a story**

Go through the plan with Ss. Underline the key words. Explain that these words will help them do the task. Play the recording twice if necessary. Ss listen and answer the questions in the plan.


**Answer Key**

Para 1: Last winter; in Banff National Park in the Rocky Mountains; yes, he was with his family.

Para 2: He went to the national park; he decided to go into the forest.

Para 3: There was a creature that looked like a monkey, he shouted for help; his dad started laughing; he realised it was a man.

Para 4: They had a nice time in the forest; he felt happy but a little disappointed not to see Bigfoot.

**4  To write a story**

- Allow Ss time to complete the task in class. Remind Ss to give their story a title. Ask various Ss to read out their stories to the class.
- Alternatively, assign as HW and check Ss answers in the next lesson.

**Suggested Answer Key**

**The Creature**

Last winter, I travelled to the Rocky Mountains for a skiing holiday. I was really excited as I wanted to visit the Banff National Park and see Bigfoot. We started our journey in the morning.

We soon arrived at the national park. I wanted to take some photographs, so I walked into the forest. Suddenly, a creature that looked like a monkey appeared from behind a tree. "Was it Bigfoot?" I wondered.

I stepped back in surprise and shouted for help. My family tried to calm me down. A few seconds later, my dad started laughing. "It's not Bigfoot, Jim. It's a man. Look!" He was right. The man appeared from behind the trees. He was very tall and he had a big thick coat. I started laughing at my mistake too.

We had a great time in the national park and we all enjoyed the scenery. It's a pity Bigfoot wasn't there though.



**Extra Activity for weaker classes**

Photocopy the following. Ask Ss to fill in the missing words/phrases.

**The Creature**

Last winter, I travelled to the Rocky Mountains for a skiing holiday. I was really excited as I wanted 1) ..... the Banff National Park and see 2) ..... . We started our journey 3) .....

We soon arrived at the national park. I wanted to 4) ....., so I walked into the forest. Suddenly, a creature that looked like a monkey 5) ..... . "Was it Bigfoot?" I wondered.

I stepped back in surprise and shouted 6) .....

My family tried to calm me down. A few seconds later, my dad 7) ..... . "It's not Bigfoot, Jim. 8) ..... . Look!" He was right. The man appeared from behind the trees.

He was very tall and he had a 9) .....

I started 10) .....

We had 11) ..... time in the national park and we all enjoyed the scenery. It's a pity Bigfoot wasn't there though.

- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional*- Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

**Answer Key**

1 2                      2 2                      3 3                      4 2

**3 Aim To prepare for a two-minute talk**

- Refer Ss to the Study Skills box and check for understanding. Explain the task to the Ss.
- Ss read the statements. Elicit/explain any unknown words.
- Allow Ss some time to match the statements with a (reasons people celebrate festivals), b (reasons festivals are still popular today) and c (your most exciting festival experience).
- Invite Ss to read out their answers.
- Try to elicit different answers than the ones in the book and write them on the board.

**Answer Key**

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

**4 Aim To give a two-minute talk about a festival**

- Direct Ss to the prompts and check that they understand what they will talk about. Remind Ss that they must not talk for more than two minutes.
- Give Ss a minute and a half to prepare.
- Ss take turns giving their talks in front of the class

**Suggested Answer Key**

People attend festivals for lots of reasons. It is a good way to relax with friends and family. They are also very entertaining and great fun. Furthermore, they let people celebrate their culture and identity. Finally, they give people a chance to experience something new and special, that they wouldn't usually be able to do.

There are also many reasons why festivals still remain as popular today as they did in the past. Festivals are promoted very well in shops nowadays, so everyone gets a chance to hear about events. Plus, there are lots of new and exciting festivals happening and starting all over the world every year. Also, the internet helps people share their experiences at festivals, through social media. Lastly, festivals continue to stay popular because they will always be an important link to the past.

My most exciting festival experience was when I went to the White Nights festival last year. I got to see lots of amazing shows and dancers there. It was also my first time to share a festival experience with my cousin, Dimitri. The food and music was amazing, and we stayed up late every night. The best part was watching beautiful fireworks at the end of the festival. We had a great time!

**Exam Practice 3**

**1 Aim To prepare for the task**

- Refer Ss to the *Study Skills* box and check for understanding. Explain the task to the Ss.
- Ask Ss to read the dialogue. Elicit/explain any unknown vocabulary. Then ask Ss to read the answer choices and focus on the underlined words.
- Ss complete the task individually. Then compare their answers with a partner.
- Invite Ss to read out their answers and say the words/phrases that helped them decide. Ask Ss to give the reasons why the other options are wrong.

**Answer Key**

1 1 at one thirty. The words/phrases that help us decide are 'the first events of the day are at one thirty'. The other two options are wrong because the time now is five past one and next train leaves at quarter past one.

**2 Aim To listen for specific information**

- Ss read the statements in the rubric and check for understanding. Remind students that the incorrect options will be mentioned in the conversation in some way.

# Module 4

## Sports & Chores

<b>Topic</b>	
In this module Ss will explore the topics of rules & regulations, sports, safety and household chores.	
<b>Module page</b>	<b>43</b>
<b>Lesson objectives:</b> Overview of the module, to revise adverbs of frequency <b>Vocabulary:</b> Chores ( <i>clean the windows, 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 laundry, do the shopping, Hoover the carpet, mop the floor</i> )	
<b>4a</b>	<b>44-45</b>
<b>Lesson objectives:</b> To read for specific information, to talk about free-time activities, to make, accept and refuse invitations, to listen for specific information, to write about your free-time activities & chores <b>Vocabulary:</b> Free-time activities ( <i>go to the cinema/theatre, go shopping, phone a friend, read books/magazines, play a sport, surf the Internet, send text messages, watch TV, meet friends, go to parties, listen to music, eat out, go swimming, play video/computer games, attend a concert, watch a match</i> ); Verb ( <i>train for</i> ); Nouns ( <i>household chores, bore, ironing board, stamina, grace, protective clothing, helmet, goggles</i> ); Adjective ( <i>annual</i> ); Phrases ( <i>out of the ordinary, take it seriously</i> )	
<b>4b</b>	<b>46-47</b>
<b>Lesson objectives:</b> To learn modals ( <i>must/mustn't, have to/don't have to, can/could/may/might, should/ought to</i> ), to talk about prohibition, to learn relative pronouns	
<b>4c</b>	<b>48-49</b>
<b>Lesson objectives:</b> To talk about safe cycling, to read for specific information, to practice phrasal verbs: put, to listen for specific information, to talk about free-time activities & rules, to write about your favourite sport, to give a presentation on sports safety <b>Vocabulary:</b> Free time activities ( <i>rollerblading, kickboxing, darts, ice-skating, skateboarding, ice hockey, football, baseball, martial arts, biking, golf, athletics, horse riding, aerobics, tennis, sailing, badminton, chess</i> ); Verbs ( <i>protect, respect</i> ); Nouns ( <i>accident, helmet, reflector, reflective belt, loose clothes, headphones, knee pad, hand signal, brakes, tyre, chain</i> ); Adverb ( <i>regularly</i> )	
<b>4d</b>	<b>50</b>
<b>Lesson objectives:</b> Asking for and giving advice <b>Vocabulary:</b> Sentences ( <i>What's wrong? Where did you last have it? Have you looked in your locker? What should I do? If I were you, I'd report it to the school secretary. You're right.</i> ); Asking for advice ( <i>What should I ...?</i> ) Giving advice ( <i>If I were you, I'd ... . Why don't you ...? You could ... .</i> )	
<b>Across Cultures</b>	<b>51</b>
<b>Lesson objectives:</b> To read for specific information, to talk about school rules, to write about rules at your school, to pronounce linking sounds <b>Vocabulary:</b> Verbs ( <i>respect, chew, choose</i> ); Nouns ( <i>corridor</i> ); Adjectives ( <i>tough, strange, unlike</i> ); Phrases ( <i>make noise, switch off, packed lunch, take an exam</i> )	
<b>CLIL TIME: PSHE</b>	<b>52</b>
<b>Lesson objectives:</b> To read for specific information, to make a speech, to write about how we can protect the environment <b>Vocabulary:</b> Verbs ( <i>pollute, protect, turn off, turn down, put on, throw away, recycle, donate, grow</i> ); Nouns ( <i>factory, environment, solar panel, tap, charity</i> ); Adjective ( <i>eco-friendly</i> ); Phrase ( <i>on standby</i> )	
<b>Writing</b>	<b>53</b>
<b>Lesson objectives:</b> To read and analyse a rubric, to read for lexicogrammatical structure and comprehension, to listen for ideas and take notes, to write an email about rules and regulations	
<b>Exam Practice 4</b>	<b>54</b>
<b>Lesson objectives:</b> To enable Ss to develop their Reading and Speaking skills by reading for lexicogrammatical structures and by taking part in a telephone survey, thus providing extra practice for the RNE exam.	

### ►► 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 topic list and stimulate a discussion to prompt Ss' interest in the module.

- 12 *I never do the laundry.*
- 13 *I sometimes do the shopping.*
- 14 *I sometimes Hoover the carpet.*
- 15 *I never mop the floor.*

- As an extension Ss mime various chores. The class guesses the chore.

### 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**

*road signs (p. 46)*

*Do you think it is important to know what road signs mean? Do you have road signs like these in your country? How many road signs do you know?*

*an email (p. 45)*

*How often do you send emails? Who to? Do you like sending them? Why (not)?*

*a strange sport (p. 44)*

*Are there any strange sports like this in your country? Would you like to take part in a strange sport? 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. Elicit the L1 equivalents from Ss around the class.

*(Ss' own answers)*

#### 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**

- 1 *I never clean the windows.*
- 2 *I never cook dinner.*
- 3 *I usually walk the dog.*
- 4 *I sometimes take out the rubbish.*
- 5 *I never dust the furniture.*
- 6 *I often lay the table.*
- 7 *I sometimes do the washing-up.*
- 8 *I always tidy my room.*
- 9 *I always make my bed.*
- 10 *I never wash the car.*
- 11 *I never iron my clothes.*

**4a**

1 a) **Aim** To introduce the topic

Elicit what an extreme sport is (*a sport that is dangerous or out of the ordinary*). Elicit examples of extreme sports from various Ss around the class. Then elicit whether any Ss would do any extreme sports and which.

**Suggested Answer Key**

skydiving, snowboarding, white-water rafting, kite surfing etc.

(Ss' own answers)

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

- Direct Ss' attention to the pictures and elicit what the people are doing (*ironing*). Elicit a variety of answers as to why they are doing this (*for a competition, as a stunt, etc*).
- Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

The people are doing extreme ironing (*ironing clothes in strange places*).

They are doing this to win a sports competition/for fun.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 T
- 3 NS
- 4 T
- 5 F (*There are photographs of people ironing underwater, on the tops of mountains or riding on bikes.*)
- 6 F (*People can iron on their own or with a team of friends.*)
- 7 NS
- 8 F (*Your ironing board must be at least 1m long.*)

3 a) **Aim** To summarise a text

- Ask Ss to copy the headings into their notebooks. Allow Ss some time to scan through the text and find the parts that go under the headings. Ss take notes and then take turns to give a summary of the text to the class.
- With weaker classes, write the headings on the board. Elicit answers and write them on the board. Ss copy the completed table into their notebooks. Allow Ss some time to prepare their summary.

**Suggested Answer Key**

**Name of sport**

extreme ironing

**Equipment**

ironing board, iron, piece of clothing, (camera)

**Place**

underwater, tops of mountains, on a bike

**Rules**

1m ironing board, a real iron, protective clothing, photograph, piece of clothing

To do extreme ironing, you need an ironing board, an iron and a piece of clothing. You can do it anywhere such as underwater, on tops of mountains, on a bike. There is a prize for the best photograph of extreme ironing. The rules are simple. Your ironing board must be 1m long and you must use a real iron. Protective clothing is a good idea. A photograph is enough. Finally, you must iron at least one piece of clothing.

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

Elicit a variety of titles from Ss around the class.

**Suggested Answer Key**

People do the strangest things!

c) **Aim** To personalise the topic

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

**Suggested Answer Key**

I would like to try extreme ironing because it looks very exciting. It is a sport that not many people know about./I wouldn't like to try extreme ironing. I think it is dangerous. The rules are simple though.

d) **Aim** To expand the topic

Read out the rubric and give Ss time to think of their answers and then elicit various suggestions from Ss around the class.

**Suggested Answer Key**

*Extreme Hoovering. It would have similar rules to extreme ironing, but you would Hoover a small rug somewhere extremely high, hot, cold or unusual.*

4 a) **Aim** To present vocabulary for free-time activities

Play the recording. Ss listen and repeat the phrases. Elicit the L1 equivalents.

(Ss' own answers)

b) **Aim** To talk about free-time activities

- Go through the list of activities. Elicit/Explain the meaning of any unknown phrases.
- Explain the task and read out the example sentences.
- Ss talk in pairs. Monitor the activity around the class and ask some pairs to report back to the rest of the class on which activities their partner likes or dislikes.

**Suggested Answer Key**

*I like going to the theatre. I go to the theatre once a week.*

*I hate going shopping. I think it's boring.*

*I like phoning my friends. We sometimes talk for hours.*

*I like reading books. It's a great way to pass the time.*

*I don't mind reading magazines. They're interesting.*

*I love playing sports. It's my favourite thing to do.*

*I like to surf the Internet. I do it every day.*

*I don't mind sending text messages. I keep in contact with my friends.*

*I like watching TV. I like sitcoms.*

*I love meeting my friends. Sometimes we go to the cinema.*

*I can't stand going to parties. I'm shy.*

*I don't like listening to music.*

*I hate eating out. I think it's too expensive.*

*I love going swimming. I'm a good swimmer.*

*I love playing video/computer games. I play them with my friends.*

*I love attending concerts. It's great to hear live music.*

*I like watching football matches, especially my team.*

5 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**

*Accepting an invitation – I'd love to./That would be great.*

*Refusing an invitation – I'd rather not./I'm sorry, but I can't.*

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 to the cinema with me?*

B: *I'm sorry, but I can't. I have a lot of homework to do.*

A: *Would you like to eat out tonight?*

B: *I'd love to. etc*

6 **Aim** To listen for specific information

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

**Answer Key**

A 4

B 3

C 2

7 **Aim** To write a short email about your free-time activities and what chores you do

- Allow Ss some time to complete the email and check Ss' answers around the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**To:** Matt

**From:** Mark

**Subject:** Free time

Dear Matt,

*I haven't got much free time, but when I have I often play football. I also read books. I don't watch TV. I don't really like it.*

*I don't mind helping with household chores. I sometimes lay the table. I don't mind making my bed, but I never do the laundry. I can't stand it.*

*What about you?*

**Mark**

**4b**

**1** **Aim** To present *must/mustn't, have to & don't have to*

- Ss close their books. Present *must/have to*. Say then write on the board: *I must/have to go early today*. Explain that this modal verb is in the affirmative. Point to a S and say: *You must/have to wear a uniform at school*. Point to a male S and say: *He must/has to wear a uniform at school*. Present the other persons in the same way.
- Say then write on the board: *I don't have to work on Sundays*. Explain that this is the negative form of *have to*. Point to a S and say: *You don't have to go to school on Sundays*. Present all persons the same way. Say then write on the board: *You mustn't smoke in public places. It's not allowed*. Explain that we use *mustn't* to express prohibition and that it is the same for all persons.
- Ss open their books. Read out the table. Elicit the L1 equivalents for the examples. Then elicit more examples from the texts.

**Suggested Answer Key**

*you also have to iron with grace, you mustn't use a toy iron, you don't have to film yourself*

**2** **Aim** To practise *have to/don't have to & must/mustn't*

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

**Answer Key**

- |                        |                          |
|------------------------|--------------------------|
| 1 <i>have to</i>       | 5 <i>has to</i>          |
| 2 <i>must</i>          | 6 <i>mustn't</i>         |
| 3 <i>have to</i>       | 7 <i>doesn't have to</i> |
| 4 <i>don't have to</i> | 8 <i>have to</i>         |

**3** **Aim** To practise using *have to* (affirmative & negative)

- Explain the task and read out the table. Allow Ss two minutes to read the table.
- Ss complete the task. Ask various Ss to read out the answers to the class.

**Answer Key**

- |                        |                          |
|------------------------|--------------------------|
| 2 <i>has to</i>        | 5 <i>doesn't have to</i> |
| 3 <i>have to</i>       | 6 <i>has to</i>          |
| 4 <i>don't have to</i> | 7 <i>have to</i>         |

- As an extension, Ss use the list of Beth's or Mark's chores to talk about what they have/don't have to do at home.

**4** **Aim** To practise using *must/mustn't*

Explain the task. Ss complete the task. Check Ss' answers.

**Suggested Answer Key**

- |               |                  |               |
|---------------|------------------|---------------|
| 1 <i>must</i> | 3 <i>mustn't</i> | 5 <i>must</i> |
| 2 <i>must</i> | 4 <i>mustn't</i> |               |

**5** **Aim** To talk about prohibition

- Explain the task and elicit what each sign means. Ask two Ss to model the example.
- Allow Ss two minutes to complete the task in pairs. 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 does this sign mean?*  
B: *You mustn't park here.*

A: *What does this sign mean?*  
B: *You must stop here.*

A: *What does this sign mean?*  
B: *You mustn't enter here.*

A: *What does this sign mean?*  
B: *You mustn't drive fast here.*

A: *What does this sign mean?*  
B: *You must turn left here.*

**6** **Aim** To present & practise *can/can't/could/might/should/ought to* and consolidate through translation

- Ask various Ss around the class to read out an example and give the L1 equivalents.

(Ss' own answers)

- Ss complete the task. Check Ss' answers.

**Answer Key**

- |                    |                          |
|--------------------|--------------------------|
| 1 <i>can</i>       | 5 <i>can't</i>           |
| 2 <i>Could/Can</i> | 6 <i>Can/May</i>         |
| 3 <i>might</i>     | 7 <i>should/ought to</i> |
| 4 <i>Can</i>       | 8 <i>shouldn't</i>       |

**7** **Aim** To practise modal verbs

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

**Answer Key**

- 1 *You can't use this office.*
- 2 *You shouldn't eat too much junk food.*
- 3 *Can I carry your suitcase?*
- 4 *Can I go out now?*
- 5 *It might snow later.*

**8** **Aim** To present/practise relative pronouns

- Explain that *who/that, which/that* and *whose* are relative pronouns and we use them to introduce relative clauses. Explain that we use *who/that* for people, *which/that* for things and *whose* to show possession.
- Explain the difference between defining and non-defining relative clauses (e.g. *defining = give essential information, non-defining = give extra informations*).
- Write on the board: *The woman who lives next door is an actress.* Explain that the underlined clause cannot be omitted as it defines who the woman is. (*the one who lives next door – we do not put a defining relative clause in commas*). *Mrs Dale, who lives next door, is a surgeon.* Explain that the underlined clause can be omitted as it gives further information about Mrs Dale (*we put the non-defining relative clause in commas*).
- Read the theory aloud and elicit the correct pronouns for the sentences from Ss around the class.

**Answer Key**

- 1 *which*                      3 *whose*                      5 *who*  
 2 *who*                         4 *who*

**9** **Aim** To practise relative clauses

- Explain the task and read out the example.
- Ss complete the task, then check Ss' answers.

**Suggested Answer Key**

- 2 *Ann is the girl who/that speaks six languages.*  
 3 *Giant pandas are animals which/that live in China.*  
 4 *This is the boy whose father is our doctor.*

**10** **Aim** To practise relatives

- Explain the task. Do item 1 with Ss.
- Give Ss time to complete the task and then check Ss' answers round the class.

**Suggested Answer Key**

- 1 *The tickets **which** I bought from the theatre were very expensive. D – no commas.*  
 2 *Alexa, **who** lives next door, made me a delicious traditional Thai meal. ND – commas*  
 3 *This is Tom **whose** older brother plays in the band we saw last night. D – no commas.*  
 4 *The lady **who** was sitting next to me at the theatre was my old teacher. D – no commas.*

**4c**

**1** **Aim** To introduce the topic

- Elicit answers to the questions in the rubric from various Ss around the class.

**Suggested Answer Key**

*Yes, I have got a bike. I like cycling because it's good exercise./No, I don't have a bike. My parents say it's dangerous to ride a bike on busy streets.*

**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, knee pads and reflective clothing. You must give clear hand signals to drivers. 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 the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 *F (Sometimes accidents happen.)*  
 2 *F (Never wear a hat under your helmet.)*  
 3 *T*  
 4 *T*  
 5 *NS*

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

- Explain the task and allow Ss some time to scan the text and find suitable sentences to match the pictures.
- Check Ss' answers. Then ask various Ss to say how to cycle safely using only the pictures.

**Suggested Answer Key**

- A The most important thing to remember is that you must wear a helmet.
- B You must put reflectors on your bike and wear something bright such as a reflective belt.
- C You shouldn't wear loose clothes or headphones.
- D Gloves and knee pads are a good idea.
- E Check the brakes, tyres and chain regularly.
- F You must respect road signs and use hand signals to tell drivers that you want to change direction.

**Suggested Answer Key**

You must wear a helmet. You must also put reflectors on your bike and wear something bright. You mustn't wear loose clothes or headphones. It's a good idea to wear gloves and knee pads. You must check the brakes, tyres and chain regularly. You must respect road signs and use hand signals to tell drivers that you want to change direction.

**5 Aim To consolidate new vocabulary**

Explain the task and refer Ss to the **Check these words** box. Give Ss time to complete the task, then check Ss' answers.

**Answer Key**

- 1 accident
- 2 helmet
- 3 reflector, reflective belt
- 4 loose clothes
- 5 hand signal

**6 Aim To practise the use of do, play and go with sports and free-time activities**

- Explain the task and refer Ss to their dictionaries to look up the meanings of any unknown words.
- Ss complete the task and then play the recording for Ss to check their answers.

**Answer Key**

- 1 go rollerblading
- 2 do kickboxing
- 3 play darts
- 4 go ice-skating
- 5 go skateboarding
- 6 play ice hockey
- 7 play football
- 8 play baseball
- 9 do martial arts
- 10 go biking
- 11 play golf
- 12 do athletics
- 13 go horse riding
- 14 do aerobics
- 15 play tennis
- 16 go sailing
- 17 play badminton
- 18 play chess

- Elicit which sports/activities Ss enjoy the most.

(Ss' own answers)

**7 Aim To present phrasal verbs**

- Check understanding of the form verb + particle.
- Read the meaning of the phrasal verbs aloud and give more examples on the board (if necessary).
- Allow Ss some time to complete the task.
- Check Ss answers around the class.

**Answer Key**

- 1 on
- 2 off
- 3 out
- 4 through

**8 Aim To listen for specific information**

- Ss read the statements in the rubric and check for understanding. Remind students that the incorrect options will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

**Answer Key**

- A 1
- B 3
- C 2

**9 Aim To ask and answer questions about the rules of riding a motorcycle in the UK**

- Divide the class into pairs and ask Student B in each pair to close their books. Ask Student A to read the rules about motorcycle riding in the UK.
- Brainstorm with all the Student Bs for questions to ask (e.g. *How old do you have to be to ride a motorcycle in the UK? What safety equipment must you wear/use? What other rules are there? etc.*)
- Ss complete the task in pairs.
- Monitor the activity around the class and help Ss as necessary. Then ask various pairs to ask and answer questions in front of the class.

**Suggested Answer Key**

SB: How old do you have to be to ride a motorcycle in the UK?

SA: You have to be at least 17 years old.

SB: Do you need a licence?

SA: Yes, you have to have a licence.

SB: What other rules are there?

SA: You must display 'L' plates as a learner.

SB: What safety equipment do you need?

SA: You have to wear a helmet.

SB: Is there anything else I need to know?

SA: Yes, you mustn't carry more than one person on the back.

**10 Aim To write about your favourite sport**

- Elicit what Ss' favourite sports are. Read the rubric aloud and allow Ss three minutes to prepare their answers.
- Ss read their paragraph to their partner, then ask various Ss around the class to read their piece of writing aloud to the class.

**Suggested Answer Key**

My favourite sport is swimming. There are quite a few rules for staying safe while swimming. To start with you mustn't swim if there isn't a lifeguard on duty. You must



listen to the lifeguard and follow their instructions. Also, you mustn't eat a heavy meal before swimming.

**11** **Aim** To give a presentation on how to be safe while playing sports

- Explain the task and ask Ss to work in groups and look up information on the Internet, in encyclopaedias or in other reference books about safety in sports. Tell Ss that they can use the website suggested on the Express Publishing website to help them. Ss prepare and give their presentations.
- Alternatively, assign the task as HW. Ss give their presentations in the next lesson.

**Suggested Answer Key**

**How to be safe while playing sports**

You have to have the correct equipment to play the sport as well as safety equipment.

For example, you must wear a helmet for sports such as baseball and cricket. It should fit comfortably on your head.

Knee pads, shin pads and elbow pads are necessary for some sports and activities such as football, skating and skateboarding so you must wear them to be safe.

You have to warm-up before you play a sport. This gets your muscles ready and stops injuries happening.

You mustn't continue playing a sport if you get hurt. Playing on will only make your injury worse. Stay safe and injury free!

**4d**

**1** **Aim** To present situational language

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

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

- Play the recording.
- Ss listen and follow the text in their books and say what the dialogue is about.

**Answer Key**

Tina is upset and Sue gives her some advice.

**3** **Aim** To read for specific information

- Give Ss time to read the dialogue again and complete the task. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

**Answer Key**

Tina has lost her purse. Sue advises her to report it to the school secretary.

**4** **Aim** To learn synonymous phrases

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

**Answer Key**

What's the matter? – What's wrong?

I'm so sorry. – Oh, no.

I don't know what to do. – What should I do?

You could report it to the school secretary. – Why don't you report it to the school secretary?

Is that your advice? – Do you think so?

That's correct. – Yes, I do.

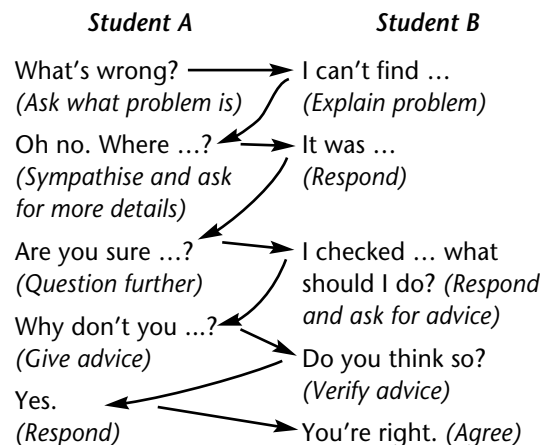
**5** **Aim** To act out a dialogue and consolidate situational language through translation

- Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.
- Elicit the L1 equivalents for the sentences in Ex. 1 from Ss around the class.

(Ss' own answers)

**6** **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 3 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



**Suggested Answer Key**

A: What's wrong, Sam?

B: I can't find my mobile phone.

A: Oh no! Where did you last have it?

B: It was on the table, but now it's not there any more.

A: Are you sure it's not in your bag?

B: I checked there. I looked everywhere, but I can't find it. What should I do?

A: Why don't you report it to the manager?

B: Do you think so?

A: Yes, I do.

B: You're right. Let's go.

## Across Cultures

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

- Initiate a class discussion about school 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.

#### Suggested Answer Key

*In my school we are not allowed to eat or 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

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

#### Answer Key

- 1 T
- 2 NS
- 3 F (They have to be at school by 8:30 a.m.)
- 4 T

### 3 **Aim** To write a comment to post to a blog

- Explain the task and allow Ss time to complete it in class.
- Ask various Ss around the class to read out their comments to the class.

#### Suggested Answer Key

*There are many rules in my school. First, we have to wear a uniform to school. We mustn't be late for class. We can't eat or drink anything in class, not even chewing gum. We can bring a packed lunch or have school dinners in the canteen, but we can't leave school at lunchtime. We have to do our homework and hand it in on time. The teachers are very strict about that.*

### 4 **Aim** To pronounce linking sounds

- Go through the **Study Skills** box and explain how we link sounds in English. Check Ss' comprehension by asking for further examples.
- Direct Ss' attention to the example and elicit the linking sounds in the sentences.
- Play the recording for Ss to check.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation. Repeat the task if necessary.

#### 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.*

## CLIL TIME: PSHE

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

- Direct Ss' attention to the pictures and the title of the text. Elicit what Ss think an eco-friendly house is.
- Play the recording. Ss listen and follow the text in their books and check.

#### Suggested Answer Key

*An eco-friendly house doesn't waste water or electricity. It uses solar energy, collects rainwater and recycles, repairs and reuses as much as possible.*

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

- Allow Ss some time to read the text carefully and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

#### Answer Key

- 1 *Cars, factories, people and our homes pollute the environment.*
- 2 *We can save electricity by turning off the lights when we are not in a room, not leaving computers, DVD players and TVs on standby and putting solar panels on our roofs.*
- 3 *We can save water by not running the tap when we clean our teeth or wash vegetables. We can also collect rainwater to clean the car and water the garden.*



- 4 *The three Rs are reuse, repair, and recycle.*
- 5 *We should grow our own vegetables in our gardens because it's eco-friendly and healthy.*

**3**  **To consolidate Ss' comprehension of a text**

- Explain the situation and the task and read out the example.
- Give Ss some time to prepare their speeches using the text and the pictures to help them. Point out that Ss should start with a greeting (*Hello!, Good morning, etc*) then state the topic of the speech (*I would like to talk to you about ...* .). Ss should present their points as clearly as possible then end their speech thanking the audience (*Thank you for listening.*).
- Ask various Ss to make a speech to the class.

**Suggested Answer Key**

*Hello. I would like to talk to you about how we can save the planet by doing things at home. Firstly, you should turn off the lights when you aren't in a room and you should turn the heating down. You can put a jumper on if you are cold. There are other things you should do too. You should be careful about running the tap too much because this wastes water. You should collect rainwater and use it to clean the car and water your garden. You should also grow your own vegetables in your garden. It's eco-friendly and healthy. Finally, don't forget to reuse, repair and recycle. You shouldn't throw things away. You should repair them or recycle them or donate them to someone else. Thank you for listening.*

**4**   **To write a short text on how we can protect the environment**


- Explain the task and ask Ss to work in groups and look up information on the Internet, using the key phrase in the search bar or in encyclopaedias or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them. Allow Ss time to collect information and write their text about how we can protect the environment.
- Alternatively, assign the task as HW. Ss work in groups to prepare and write their texts and read them to the class in the next lesson.

**Suggested Answer Key**

- You can protect the environment in many ways.*
- *You should always recycle.*
  - *If there are no recycle bins on your street, ask your local council to put some there.*
  - *Make sure that you put recyclable items in the correct bins. You can often find places to recycle batteries and mobile phones in electronics stores.*
  - *You could start a recycling scheme at your school.*

- *Instead of going somewhere by car, you should walk, use your bicycle or use public transport as much as you can. Fumes from cars cause a lot of pollution in the air.*
- *You should try to save electricity. Don't leave your mobile phone charger in the plug. Even though your phone is not attached, the charger will still use electricity.*  
*We can all help in lots of ways!*

**Writing**

**1**  **Understanding a rubric and planning the content of a letter**

- Read the rubric with Ss and allow them some time to find the key words and underline important information (*i.e. who is writing to who, how long the letter should be, what information should be included*)
- Elicit the questions from the rubric and write them on the board.
- Ss read the letter and try to find out if the questions have been answered.
- Elicit answers from the class.

**Answer Key**

*Key words: arrive at camp/ rules/ activities*  
*The email answers the questions: 'When did you arrive at your summer camp?' I arrived a few days ago. 'What rules are there at the camp?' We have to get up at ..... we mustn't leave the camp.... We must be in bed.... 'What activities do you usually do?' We can choose from a lot of activities like horse riding, canoeing and so on. In the evening we can play video games or watch films or just hang out.*

**2**  **To read for lexico-grammatical structure**

- Explain the task. Allow Ss time to complete the gaps and then check Ss' answers around the class.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

**Answer Key**

- |   |                     |   |            |   |                     |
|---|---------------------|---|------------|---|---------------------|
| 1 | <i>have to/must</i> | 3 | <i>can</i> | 5 | <i>must/have to</i> |
| 2 | <i>mustn't</i>      | 4 | <i>can</i> | 6 | <i>have to/must</i> |

**3**  **To understand obligation, prohibition and permission through signs**

- Explain the task and draw Ss' attention to the signs A-E.
- Allow Ss some time to complete the task and then check Ss' answers.

**Answer Key**

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

4 **Aim** To listen for specific information (note taking)

- Go through the *Study Skills* box and advise Ss to listen for the key words *must/mustn't/can* and take brief notes while they are listening.
- Play the recording. Ss listen and complete the task. Check answers with the class.
- With weaker classes, write the sentences in the Answer Key on the board with gaps for Ss to listen and complete the modal verbs.

**Answer Key**

She **can** stay in bed late.

She **has to** get up before 9 if she wants breakfast.

She **must** go to lessons from 10 to 2.

She **mustn't** make noise in class.

She **must** study after lunch for an hour, but she **can** do it when she wants.

She **mustn't** leave the school grounds in the evening.

She **must** be in bed by midnight.

5 **Aim** To write a letter about rules and regulations

- Explain the situation and the task and allow Ss time to complete it in class. Remind Ss to include opening and closing remarks. Ask various Ss to read out their letters to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Antonio Garcia  
Calle Admana 23  
28070 Madrid  
Spain

Hi Antonio,

I'm here at a summer school in England. I arrived on Thursday. It's great. There are lots of things to do and I'm learning lots of English.

We have to get up at 8 am every day, but we can eat whatever we want for breakfast. Our first class starts at 10 am and we **mustn't** be late. After class, there are many activities to choose from. We can play lots of sports and go horse riding or canoeing. In the evening, we have to be in bed before midnight. After the lights are out, we **mustn't** talk. There are a lot of rules, but the camp is fun!

See you soon,

Ivanov

**Extra Activity for weaker classes**

Photocopy the letter in the Suggested Answer Key in Ex. 4. Take out all the modal verbs and ask Ss to complete the gaps with the correct appropriate verb.

**Exam Practice 4**

1 a) **Aim** To identify what is missing and prepare for the task

- Ss read each sentence and try to identify the part of speech that is missing (i.e. a noun, a verb).
- Invite Ss to read out their answers and give reasons for their choice.

**Answer Key**

a an adjective    b a noun    c an adverb

b) **Aim** To practice word formation

- Ss read the statements in Ex.1 and complete the gaps with the correct derivatives of the words.
- Invite Ss to read out their answers.

**Answer Key**

1 different    2 competition    3 fortunately

2 **Aim** To practice word formation

- Ss read the text quickly to understand the general meaning.
- Allow Ss some time to read the text again and complete the gaps with the correct derivatives of the words in the brackets. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Play the recording. Ss listen and check their answers.

**Answer Key**

1 entertainment (noun)    3 talented (adjective)  
2 weekly (adverb)    4 exciting (adjective)

3 **Aim** To prepare for taking part in a telephone survey

- Ss read the questions 1-5. Ask Ss to tell you the word each question starts with (Who, What, How, Which etc.). Tell Ss that if the question does not start with a question word, then the answer should start with 'yes' or 'no', unless it's an 'either/or' question (i.e. Do you prefer judo or karate?).
- Allow some time for Ss to complete the task.
- Invite Ss to decide which answer goes with which question. Ask Ss to give a reason for their choice.
- Check all answers around the class.

**Answer Key**

1 C    2 A    3 B    4 E    5 D

#### 4 **Aim** To take part in a telephone survey

- Read the rubric with the Ss and explain the task. Explain any unknown vocabulary.
- Tell Ss that they should listen for what word starts each question (i.e Who, What, How). If the question does not start with a question word, then the answer should start with 'yes' or 'no', unless it's an 'either/or' question (i.e. Do you prefer judo or karate?).
- Remind Ss that they should use full sentences (not single-word responses) and that they have 60 seconds to answer each question.
- *Role play*- Ss (in pairs) take turns and answer the questions.
- Invite a few groups to act the dialogue in front of the class.

#### **Suggested Answer Key**

**Electronic assistance:** How old are you?

**Student:** I'm 15 years old.

**Electronic assistance:** How often do you do activities with your friends?

**Student:** I usually do activities with my friends every weekend.

**Electronic assistance:** What is the most popular activity with teenagers in your region?

**Student:** The most popular activity for teenagers is going to the cinema with their friends.

**Electronic assistance:** Why do you think it's important that teenagers have somewhere to go with their friends?

**Student:** It's important because they can go there and talk about their problems or just hang out and have fun together.

**Electronic assistance:** What new facilities would you like in your area?

**Student:** I would like a new sports club so my friends and I can exercise there.

**Electronic assistance:** That is the end of the survey. Thank you very much for your cooperation.

## Our wonderful world

<b>Topic</b>	
In this module Ss will explore the topics of nature and geography.	
<b>Module page</b>	<b>55</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Geographical features ( <i>coast, forest, mountain, river, island, valley, desert, lake, waterfall, volcano</i> ); Places ( <i>Mount Everest, Angel Falls, the Grand Canyon, Malta, Lake Geneva, the River Nile, Niagara Falls, the Gobi Desert, Ayers Rock, Mount Vesuvius</i> ); Continents ( <i>Africa, Asia, Europe, Australia, North America, South America</i> )	
<b>5a</b>	<b>56-57</b>
<b>Lesson objectives:</b> To read for lexico-grammatical structures, to listen for specific information, to describe a journey, to complete a postcard <b>Vocabulary:</b> Means of transport ( <i>bike, boat, car, helicopter, bus, lorry, motorbike, scooter, plane, ferry, ship, train, tram, van, hovercraft, underground train, coach, snowmobile</i> ); Verbs related to travel ( <i>drive, take, catch, travel, ride, get on</i> ); Adjectives related to travel ( <i>comfortable, safe, fast, expensive, slow, cheap</i> ); Verb ( <i>connect</i> ); Nouns ( <i>sandy beach, sunset, boat tour, volcano, hot spring, sand, tourist attraction, forest, waterfall, guided hike, deer</i> ); Adjectives ( <i>hot, sunny, rare</i> )	
<b>5b</b>	<b>58-59</b>
<b>Lesson objectives:</b> To learn comparatives & superlatives, to make comparisons, to express a degree of difference using submodifiers ( <i>too, very, really</i> ), to pronounce /ə/	
<b>5c</b>	<b>60-61</b>
<b>Lesson objectives:</b> To read for specific information, to practice phrasal verbs: turn, to listen for specific information, to talk about the weather, to complete a dialogue, to write an email about the place with the most extreme weather in your country <b>Vocabulary:</b> Verbs ( <i>bury, melt, freeze, leave tracks</i> ); Nouns ( <i>archaeologist, mummy, condition, temperature, volcano, jet of steam, magnetic force</i> ); Adjectives ( <i>extreme, dry, average, moving</i> ); Adverbs ( <i>seldom, instantly</i> )	
<b>5d</b>	<b>62</b>
<b>Lesson objectives:</b> Buying a train ticket <b>Vocabulary:</b> Sentences ( <i>Can I help you? Single or return? What time would you like to leave? Which platform does the train leave from? You're welcome.</i> ); Customer ( <i>I'd like ... . Can I have ...? Would it be possible ...? Can you tell me ...? How much is ...? Which platform does ... from? What time does ...?</i> ); Ticket Clerk ( <i>Can I help you? Would you like ...? Can I see ...? You're welcome.</i> )	
<b>Across Cultures</b>	<b>63</b>
<b>Lesson objectives:</b> To read for specific information, to act out a phone conversation, to write about a place of natural beauty, to learn about silent letters <b>Vocabulary:</b> Verbs ( <i>exist, cross</i> ); Nouns ( <i>freshwater lake, depth, nature, falls, sight, producer, electric power</i> ); Adjectives ( <i>clear, brave</i> )	
<b>CLIL TIME: Geography</b>	<b>64</b>
<b>Lesson objectives:</b> To read for specific information, to prepare a quiz on the Earth's oceans <b>Vocabulary:</b> Verbs ( <i>make up, join, cover</i> ); Nouns ( <i>volcanic activity, mountain range, breeze, monsoon, flood</i> )	
<b>Writing</b>	<b>65</b>
<b>Lesson objectives:</b> To read and analyse a rubric, to read for lexico-grammatical structure, to learn simple linkers, to write an email comparing two places <b>Vocabulary:</b> Nouns ( <i>ski slope, population, sightseeing</i> ); Adjective ( <i>crowded</i> ); Adverb ( <i>nearby</i> )	
<b>Exam Practice 5</b>	<b>66</b>
<b>Lesson objectives:</b> To enable Ss to develop their Listening and Speaking skills by listening for specific information and by taking part in a telephone survey, thus providing extra practice for the RNE exam.	

### ►► What's in this module?

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

### Find the page numbers for

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

#### Answer Key

*means of transport (p. 57)*

*What mean of transport do you usually use? Which means of transport do you think is the most comfortable? Why? Which means of transport do you usually use for a short/ long journey? Why?*

*a dialogue (p. 62)*

*What is a dialogue? How many people are usually involved in a dialogue?*

*a famous waterfall (p. 63)*

*Do you know where this waterfall is? Is there a famous waterfall in your country? What's it called? Where is it? Do you know any other famous waterfalls?*

- Play the recording. Ss listen and check their answers.

#### Suggested Answer Key

- 1 B *Mount Everest is in Asia.*
- 2 F *Angel Falls is in South America.*
- 3 E *The Grand Canyon is in North America.*
- 4 C *Malta is in Europe.*
- 5 C *Lake Geneva is in Europe.*
- 6 A *The River Nile is in Africa.*
- 7 E *Niagara Falls is in North America.*
- 8 B *The Gobi Desert is in Asia.*
- 9 D *Ayers Rock is in Australia.*
- 10 C *Mount Vesuvius is in Europe.*

### 3 To personalise the topic

Read the example aloud. Then, elicit an example for each geographical feature (1-10) from Ss' country from Ss around the class.

(Ss' own answers)

## Vocabulary

### 1 To present new vocabulary

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

(Ss' own answers)

### 2 To match places to continents

- Present the continents and then explain the task. Go through the list of places and elicit whether Ss know of any of them. Read out the example, then elicit answers for the places from Ss around the class.
- As an extension ask Ss to identify which of them are the same as the features in the pictures (*Mount Everest (mountain), Lake Geneva (lake), The River Nile (river), Niagara Falls (waterfall), the Gobi Desert (desert), Malta (island), Mount Vesuvius (volcano), Angel Falls (waterfall).*)

## 5a

1 a) **Aim** To introduce the topic

Elicit the variety of answers to the questions in the rubric from Ss around the class.

(Ss' own answers)

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

- Direct Ss' attention to the photos and elicit guesses to the question in the rubric.

**Answer Key**

Santorini is famous for its sunset, black sandy beaches and volcano.

Plitvice Lakes National Park is famous for its rare birds, lakes and waterfalls.

2 **Aim** To read for lexico-grammatical structures

- Refer Ss to the **Study Skills** box and check for understanding. Explain to Ss that they should identify what is missing (i.e. a verb, pronoun).
- Allow Ss some time to read the text and fill in the gaps with the correct form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

**Answer Key**

- 1 are (verb)- Present simple affirmative
- 2 went (verb)- Past simple affirmative
- 3 am writing (verb)- Present Continuous affirmative
- 4 most popular (superlative)
- 5 highest (superlative)
- 6 are going (verb) - Present Continuous affirmative

**Background information**

**Greece** is a country in south-eastern Europe which includes thousands of islands. The capital city is Athens. Greece is the birthplace of democracy, philosophy, drama, many major scientific and mathematical principles and the Olympic Games. It is also a popular tourist destination.

**Croatia** is a country in central Europe. The capital city is Zagreb. It borders Slovenia, Hungary, Serbia, Bosnia Herzegovina and Montenegro. It has a population of around 4 million people and it is a popular tourist destination.

**Aim** To imagine a scene

- Play the recording. Ss listen and imagine a scene.
- Allow Ss some time to think about the questions in the rubric and then elicit answers from various Ss around the class.

**Suggested Answer Key**

I am in Santorini with my family. We are watching a beautiful sunset. I feel happy and relaxed.

3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases and write their sentences.
- Check Ss' answers around the class.

**Answer Key**

- |         |           |          |
|---------|-----------|----------|
| 1 sandy | 3 hot     | 5 guided |
| 2 boat  | 4 tourist | 6 rare   |

**Suggested Answer Key**

- 1 Santorini has got black **sandy beaches**.
- 2 You can go on a **boat tour** in Santorini.
- 3 You can also visit **hot springs** there.
- 4 Plitvice Lakes is the most popular **tourist attraction** in Croatia.
- 5 You can go on a **guided hike** through the forest.
- 6 There are lots of **rare birds** there.

4 a) **Aim** To present means of transport

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit which means of transport are shown in the pictures.

**Answer Key**

- |                          |                 |
|--------------------------|-----------------|
| A – a hovercraft         | C – a bus       |
| B – an underground train | D – a motorbike |

b) **Aim** To recognise the sounds of various means of transport

Play the recording. Ss listen and identify the means of transport they hear.

**Answer Key**

- |              |           |        |
|--------------|-----------|--------|
| 1 car        | 3 scooter | 5 ship |
| 2 helicopter | 4 plane   |        |

5 **Aim** To present verbs related to travel

Explain the task. Ss complete the task. Check Ss' answers.

**Answer Key**

- |           |          |          |
|-----------|----------|----------|
| 1 catches | 3 drives | 5 Get on |
| 2 rides   | 4 takes  | 6 travel |

6 **Aim** To present adjectives related to travel

- Ask Ss to use their dictionaries to look up the meanings of the adjectives in the list. Then Ss use them to complete the sentences.
- Check Ss' answers.



**Suggested Answer Key**

- 1 safe/expensive
- 2 comfortable/cheap/fast/safe
- 3 slow/cheap
- 4 boat, it is expensive/slow

7 **Aim** To present/practise *both ... and, neither ... nor, either ... or*.

- Read the examples aloud and explain that we use *both ... and* to show two things share a quality, *neither ... nor* in a negative statement about two things and *either ... or* to show two possibilities.
- Give Ss time to complete the task, then check Ss' answers.

**Answer Key**

- |                |              |             |
|----------------|--------------|-------------|
| 1 Both, and    | 3 either, or | 5 both, and |
| 2 Neither, nor | 4 Both, and  |             |

8 **Aim** To listen for specific information

- Explain the task. Play the recording twice if necessary. Ss listen and answer the questions in the rubric. Check Ss' answers.
- Read out the note.

**Answer Key**

James goes to school by bus. It takes him 30 minutes to go to school.  
Stella goes to school on foot. It takes her 10 minutes to go to school.

9 **Aim** To talk about a journey

- Ss talk in pairs for a minute about their journey to school.
- Monitor the activity around the class and then ask some pairs to report back to the rest of the class.

**Suggested Answer Key**

A: I go to school by bus. How about you?  
B: My mum drives me to school in her car.

10 **Aim** To complete a postcard from holiday

- Explain the task and allow Ss some time to complete it. Remind Ss they can use the texts in Ex. 2 as a model.
- Check Ss' answers by asking various Ss to read out their completed postcards.

**Suggested Answer Key**

Dear Greg,  
Greetings from Lanzarote,  
It's a beautiful place and the weather is great. There are lots of things to see here. You can walk on the sandy beaches or sample the local dishes.  
Yesterday, we went on a bus tour to Timanfaya National Park, a volcanic region in the south of the island.

I've got lots of photographs.  
See you soon,  
Marco

**5b**

1 **Aim** To present comparatives & superlatives

- 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.). We use **the superlative form** to compare one person/ thing, etc with the entire group (e.g. Danny is **the tallest** boy in the class.).  
**NOTE:** We use **(not) as + adjective + as** to show that two people, things, etc are (not) similar (e.g. The white bag is **not as expensive as** the brown one.).
- Explain that with one-syllable and two-syllable adjectives, we form the comparative by adding **-er** and the superlative by adding **-est** (e.g. big — bigger — biggest).
- Explain that with adjectives of more than two syllables, we form the comparative with **more** and the superlative with the **most** (e.g. expensive — more expensive — the most expensive).
- Explain that with some two-syllables adjectives, such as **clever, narrow, gentle, friendly** etc, we form the comparative and superlative either with **-er/-est** or with **more/most** (e.g. friendly — friendlier — friendliest or friendly — more friendly — most friendly).
- Explain that with **one-syllable** adjectives ending in **-e**, we add **-r** in the comparative and **-st** in the superlative form (e.g. simple — simpler — simplest).
- Explain that with one-syllable adjectives ending in **a vowel + a consonant**, we double the last consonant and add **-er/-est** (e.g. fat — fatter — fattest).
- Explain that with two-syllable adjectives ending in **-ly** or **-y**, we change the **-y** to **i** and add **-er/-est** (e.g. happy — happier — happiest).
- Explain that we use **(not) as + adjective/adverb + as** to compare two people/things. (e.g. He's **as quiet as** a mouse. She isn't **as beautiful as** her friend.).
- Ss open their books.
- Go through the table with Ss and elicit if there are any similar structures in Ss' L1 and then elicit the L1 equivalents for the examples from various Ss around the class.

(Ss' own answers)

## 2 **Aim** To practise comparative forms

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

### Answer Key

- |                  |                |
|------------------|----------------|
| 1 more expensive | 5 more crowded |
| 2 noisier        | 6 quieter      |
| 3 smaller        | 7 greener      |
| 4 more beautiful | 8 dirtier      |

## 3 **Aim** To compare two means of transport using comparative forms

- Explain the task and read out the examples.
- Allow Ss some time to complete the task and refer them back to the table in Ex. 1 to the conjunctions *than* and (*not*) *as ...as*.
- Check Ss' answers around the class.

### Suggested Answer Key

Planes are more expensive than trains./Trains aren't as expensive as planes.

Planes are noisier than trains./Trains aren't as noisy as planes.

Trains are more comfortable than planes./Planes aren't as comfortable as trains.

Trains are safer than planes./Planes aren't as safe as trains.

Trains are more relaxing than planes./Planes aren't as relaxing as trains.

Planes are more exciting than trains./Trains aren't as exciting as planes.

## 4 **Aim** To practise making comparisons

- Explain the task and read out the example.
- Ss complete the task. Ask various Ss to read out their answers to the class, then elicit how many Ss share the same opinions.

### Suggested Answer Key

2 In my opinion, a car is more comfortable than a bus./A bus isn't as comfortable as a car.

3 In my opinion, basketball is more exciting than football./Football isn't as exciting as basketball.

4 In my opinion, snow is worse than rain./Rain isn't as bad as snow.

5 In my opinion, mountains are more beautiful than beaches./Beaches aren't as beautiful as mountains.

6 In my opinion, pizza is nicer than hamburgers./Hamburgers aren't as nice as pizza.

(Ss' own answers)

## 5 **Aim** To pronounce /ə/

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

- Draw Ss' attention to the parts of the words in bold in the sentence and elicit more words with this sound.

### Suggested Answer Key

teacher, about, available, etc.

## 6 **Aim** To practise superlative forms

- Explain the task. Ss complete the task.
- Play the recording for Ss to check their answers.

### Answer Key

1 The **deepest** ocean in the world is the **Pacific**.

2 The **biggest** country in the world is **Russia**.

3 The **largest** animal in the world is the **Blue Whale**.

4 **Angel Falls** is the **highest** waterfall in the world.

5 The **Vatican City** is the **smallest** country in the world.

6 **Shanghai** is the city with the **largest** population in the world.

7 The **deepest** lake in the world is Lake **Baikal** in **Russia**.

8 The **Atacama Desert** in **Chile** is the **driest** place in the world.

9 **Niger** is the **sunniest** country in the world.

## 7 **Aim** To make comparisons

Explain the task and read out the example. Ss work in pairs and complete the task. Check Ss' answers around the class.

### Answer Key

2 A: Cars are very fast.

B: Yes, but trains are faster than cars.

A: Planes are the fastest of all.

3 A: Russia is very cold.

B: Yes, but Greenland is colder than Russia.

A: Antarctica is the coldest of all.

4 A: The United Kingdom is very expensive.

B: Yes, but Norway is much more expensive than the United Kingdom.

A: Japan is the most expensive of all.

5 A: The Yangtze River is very long.

B: Yes, but the Amazon River is longer than the Yangtze River.

A: The River Nile is the longest river of all.

6 A: English is a very old language.

B: Yes, but Greek is older than English.

A: Sanskrit is the oldest of all.

## 8 **Aim** To make comparisons

- Explain the task and read out the examples.
- Complete the task with the class eliciting comparisons from various Ss around the class.

### Answer Key


Mark's car is fast.

John's car isn't as fast as Bob's car.

John's car is faster than Mark's.  
Bob's car is the fastest of all.

Bob's car is comfortable.  
John's car isn't as comfortable as Mark's.  
John's car is more comfortable than Bob's.  
Mark's car is the most comfortable of all.


John's car is small.  
Mark's car isn't as small as Bob's car.  
Mark's car is smaller than John's.  
Bob's car is the smallest of all.

**9**  **To present the submodifiers (too, very/really & enough) and practise expressing a degree of difference using them**

- Read the theory box aloud then Ss complete the task.
- Check Ss' answers around the class.

**Answer Key**

1 very                      3 very                      5 really  
2 enough                  4 too                        6 too

**10**  **To personalise the topic and practise comparatives and superlatives further**


- Explain the task and read out the adjectives in the list.
- Elicit a variety of places in Ss' country which the adjectives in the list apply to.
- Ss complete the task. Check Ss' answers around the class.

**Suggested Answer Key**

Rome is hot./Milan is not as hot as Rome./Naples is hotter than Milan./Palermo is the hottest of all.  
Rome is cold./Palermo is not as cold as Rome./Venice is colder than Palermo./Milan is the coldest of all.  
Rome is sunny./Milan is not as sunny as Rome./Naples is sunnier than Milan./Palermo is the sunniest of all.  
Milan is noisy./Palermo is not as noisy as Milan./Venice is nosier than Palermo./Rome is the nosiest of all.  
Rome is cheap./Milan is not as cheap as Rome./Naples is cheaper than Venice./Palermo is the cheapest of all.  
Rome is expensive./Palermo is not as expensive as Rome./ Venice is more expensive than Palermo./Milan is the most expensive of all.  
Rome is exciting./Palermo is not as exciting as Rome./ Venice is more exciting than Palermo./Milan is the most exciting of all.  
Milan is interesting./Palermo is not as interesting as Milan./Venice is more interesting than Palermo./Rome is the most interesting of all.  
The weather in Palermo is good./The weather in Milan is better./The weather in Venice is better than in Milan./The weather in Rome is the best of all.  
Milan is big./Palermo is not as big as Milan./Venice is bigger than Palermo./Rome is the biggest of all.

Palermo is beautiful./Milan is not as beautiful as Palermo./Venice is more beautiful than Milan./Rome is the most beautiful of all.


**5c**

**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 (*severe; to have a quality to a great degree*). Elicit Ss' guesses as to how to these places may be extreme.
- Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

*These places have extreme climates.*

**2**  **To read for specific information**


- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

1 F (*It seldom rains in the Atacama Desert.*)  
2 T  
3 T  
4 NS  
5 F (*Death Valley is the second hottest place on Earth.*)  
6 T

- Read the **Study Skills** box aloud and explain what cognates (true friends) are. Elicit whether the text contains any.

(Ss' own answers)

**3**  **To consolidate vocabulary and information in a text**

- Explain the task and read out the example.
- Ss make sentences using the rest of the words.
- Check Ss' answers.

**Suggested Answer Key**

*The climate in the Atacama Desert is dry.  
It is freezing cold in the Antarctic.*

It is scorching **hot** in Death Valley in California.  
 The **average temperature** in summer in Death Valley is above 45°C.  
 Some people think the **wind** moves the stones in Death Valley.

- 4 a) **Aim** To consolidate comprehension of a text and express your opinion
- Ss discuss in pairs what they found interesting in the text and compare opinions.
  - Ask various pairs to report back to the class.

**Suggested Answer Key**

A: *I was impressed by the high temperatures in Death Valley and the moving stones and the fact that it's only the second hottest place on Earth.*  
 B: *I found the Indian mummies in the Atacama Desert very interesting and the fact that they were 7,000 years old and that it only rains once every hundred years.*

b) **THINK!**

- 5 **Aim** To present phrasal verbs
- Check understanding of the form verb + particle.
  - Read the meaning of the phrasal verbs aloud and give more examples on the board (if necessary).
  - Allow Ss some time to complete the task.
  - Check Ss answers around the class.

**Answer Key**

1 down    2 up    3 off    4 down

- 6 **Aim** To listen for specific information
- Ss read the rubric and the statements. Remind students that they can use each statement once and that there is an extra statement.
  - Play the recording once. Ss listen and choose the correct answers. Then they listen again.
  - *Optional-* Ss compare answers with a partner and then listen again to check.
  - Check Ss' answers around the class.

**Answer Key**

A 1                      B 3                      C 4

- 7 **Aim** To complete a dialogue and consolidate vocabulary from the module
- Explain the task and allow Ss some time to complete the dialogue. Ask Ss to answer in full sentences.
  - Check Ss' answer by asking several Ss to read out the completed dialogue.

**Suggested Answer Key**

- 1 It is very hot in the summer in my country.
- 2 It rains very rarely, mostly in the autumn months.
- 3 The highest mountain in Croatia is Dinara.
- 4 My favourite season is summer.
- 5 I like summer because the weather is hot and we can go to the beach.
- 6 My favourite means of transport is the train.

- 8 **Aim** To analyse a rubric and write an email about the place with the most extreme weather

- Read the rubric with Ss and allow them some time to underline the key words.
- Discuss with Ss about the important information in the rubric (*i.e. who is writing to who, how long the email should be, what information should be included, how many words should they write*).
- Elicit the questions from the rubric and write them on the board.
- Allow Ss time to write their emails. / Alternatively, assign task as homework.
- *Optional-* Ss exchange their writings with a partner and comment on them (peer feedback). Alternatively, invite a few Ss to read their emails to the rest of the class.

**Suggested Answer Key**

Dear Stephen,  
 How are you? There are so many places to visit in Russia. There is a great variety of scenery and climates, but take into consideration the weather before you decide where to go.  
 The place with the most extreme weather in my country is Yakutsk. It's the world's coldest city. In January, the average temperature is -36 C and the record low is -62 C. It's so cold that when truckers in this region make supply runs to nearby villages they don't turn their engines off for the entire duration of their 2 week trip!  
 I have never visited this city but I would like to go there one day. I prefer hot places though because I like spending time outdoors and going to the beach. What about you?  
 Well, that's all for now.  
 Write back soon,  
 Mario

**5d**

- 1 a) **Aim** To practise pronunciation of situational language
- Play the recording. Ss listen and repeat chorally or individually.
  - Pay attention to Ss' pronunciation and intonation and correct as necessary.

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

- Read the rubric aloud. Play the recording.
- Ss listen and follow the text in their books and find out where Mr Harris wants to go.

**Answer Key**

Mr Harris wants to go to Brighton.

2 **Aim** To read for specific information

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

**Answer Key**

1 F      2 DS      3 F      4 DS

3 **Aim** To learn synonymous phrases

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

**Answer Key**

May I help you? – Can I help you?  
 The cost is £ 54. – That's £ 54.  
 My pleasure. – You're welcome.  
 Enjoy your day. – Have a nice day.

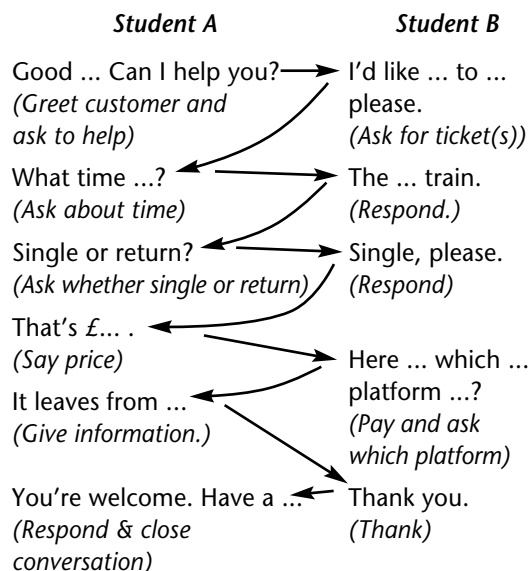
4 **Aim** To act out a dialogue and consolidate situational language through translation

- Play the recording again. Then ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some groups to read out the dialogue in front of the class.
- Elicit the L1 equivalents for the sentences in Ex. 1 from Ss around the class.

(Ss' own answers)

5 **Aim** To practise role-playing

- Read the **Study Skills** box aloud and explain that this tip will help them complete the task.
- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



**Suggested Answer Key**

- A: Good morning. Can I help you?  
 B: Yes, I'd like a ticket to Cambridge, please?  
 A: What time would you like to leave?  
 B: The 12:30 train.  
 A: Single or return?  
 B: Return, please.  
 A: That's £90, please.  
 B: Here you are. Which platform does the train leave from?  
 A: It leaves from Platform 2.  
 B: Thank you.  
 A: You're welcome. Have a nice day.

**Across Cultures**

1 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 F *(Lake Baikal is in the east part of Siberia.)*  
 2 F *(Baikal contains one-fifth of the world's fresh water.)*  
 3 T  
 4 NS

- 5 T
- 6 T
- 7 NS



**To practise role playing**

- Explain the situation. Ss take roles and act out their telephone conversations in closed pairs. Suggest that Ss include an interesting fact from the text or from the *Did you know?* box.
- Monitor the activity around the class and then ask some pairs to act out their conversations in front of the class.

**Suggested Answer Key**

- A: Hello, Bill! It's me, Meg. I'm at Niagara Falls. Can you believe it?!
- B: Wow. Who are you with?
- A: I'm with my family; my dad, my mum and my sister, Fiona.
- B: Where are you staying?
- A: We are staying in a local hotel. It's very nice.
- B: So, what is Niagara Falls like?
- A: Well, it's amazing. I can't believe how big it is. Did you know it is the second largest waterfall in the world?
- B: No, I didn't. So are you enjoying it?
- A: I love it!

**2 Aim To personalise the topic and talk and write about a local place of natural beauty**

- Ask Ss to think of a place of natural beauty in Ss' own country they are familiar with.
- Allow Ss two or three minutes to make notes under the headings.
- Allow Ss a further five minutes to use their answers to write a short paragraph about the place.
- Ask various Ss to read out their piece of writing to the class.

**Suggested Answer Key**

- Name:** Volga River
- Location:** west of Russia, the largest river in Europe
- Activities:** watersports and fishing in the summer, boat tours to see the countryside, cities and towns along the river

The Volga River flows through the west of Russia. It is the largest river in Europe. The Volga River is a great place for tourists to visit. Visitors can find a lot of flamingos and pelicans along its length. There are also a lot of activities to do. You can do watersports and go fishing in the summer. You can also take a boat tour and see the stunning countryside, spectacular cities and ancient towns along the river. The River Volga is one of the most outstanding places of natural beauty in Russia.

**3 Aim To practise silent letters**

- Go through the *Study Skills* box with Ss. Ask Ss to go through the list of words and try to guess which the silent letters are.
- Play the recording. Ss listen and check.
- Play the recording again. Ss listen and repeat chorally or individually.

**Answer Key**

east, walk, talk, lake, water, where, listen, clear, castle, two, often, know

- Ask Ss to find other words with silent letters in the text (e.g. line, sights, power, team etc).

**CLIL TIME: Geography**

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

- Elicit as many of the oceans as possible from Ss around the class and read out the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out the answers.

**Answer Key**

Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean  
They cover around 70% of the Earth's surface.  
The smallest ocean is the Arctic Ocean and the largest is the Pacific Ocean.

**2 Aim To read for specific information**

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the *Check these words* box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 NS
- 3 F (The Pacific Ocean is the largest Ocean.)
- 4 NS
- 5 F (Monsoons form over the ocean from the months of April to October.)
- 6 NS
- 7 F (Much of the Southern Ocean is covered in ice.)
- 8 T

### 3 **Aim** To consolidate information from a text

- Ss talk in pairs and say two things they remember about each ocean from the text.
- Ask various Ss around the class to share their answers with the rest of the class.

#### Suggested Answer Key

*Pacific Ocean: It is the deepest ocean and has a lot of volcanic islands.*

*Atlantic Ocean: There is a mountain range under it and it is the second largest ocean.*

*Indian Ocean: It usually has gentle breezes, but for half the year it has lots of rain.*

*Southern Ocean: It is the fourth largest ocean and it's very cold.*

*Arctic Ocean: Much of it is covered in ice and it isn't as deep as the other oceans.*

### 4 **ICT** **Aim** To prepare a quiz on the world's oceans

- Ask Ss to work in groups and look up information on the Internet using the key word in the search bar or in encyclopaedias, atlases or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them.
- Allow time for Ss to collect the information and prepare their quizzes. Alternatively, assign the task as HW.
- Ask various groups to read their quizzes out for the class to answer.

#### Suggested Answer Key

- 1 *What is another name for the Southern Ocean? (the Antarctic Ocean)*
- 2 *How many months of the year is the Arctic Ocean covered in snow? (10 months)*
- 3 *How many km of coastline does the Indian Ocean have? (66,526 km)*
- 4 *What type of severe weather happens a lot in the Atlantic Ocean? (hurricanes)*
- 5 *What natural resources does the Pacific Ocean have? (oil and gas fields)*

## Writing

### 1 **Aim** Understanding a rubric and planning the content of an email

- Read the rubric with Ss and allow them some time to find the key words and underline important information (*i.e. who is writing to who, how long the letter should be, what information should be included*)
- Elicit the questions from the rubric and write them on the board.

- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

#### Answer Key

**Key words:** *two places you like the most/ see and do a lot of exciting things/ best time to visit*

*The email answers the questions: 'Which two places do you like the most in your country?' My two favourite places are Quebec City and Mont Tremblant. 'Can you see and do a lot of exciting things there?' I love going there to ski with my friends. I spend my days sightseeing and eating at some of the many restaurants. 'When would be the best time for me to visit?' The best time to visit us is in the winter.*

### 2 **Aim** To read for lexico-grammatical structure

- Explain the task and go through the **Study Skills** box. Allow Ss time to complete the gaps.
- Ss compare their answers with their partner, then check Ss' answers around the class.

#### Answer Key

- |                  |                            |
|------------------|----------------------------|
| 1 <i>because</i> | 4 <i>on the other hand</i> |
| 2 <i>and</i>     | 5 <i>When</i>              |
| 3 <i>but</i>     | 6 <i>and</i>               |

### 3 **Aim** To present and practise simple linkers

- Go through the **Study Skills** box again and elicit further examples for each of the linkers presented.
- Explain the task. Ss complete the task. Check Ss' answers.

#### Answer Key

- 1 *It's very quiet here now, **but** it gets noisy in the summer.*
- 2 *We spent the mornings on the beach **and then** we went out for lunch.*
- 3 *I can't ski well, **but** I love it.*
- 4 *He loves living in Manhattan **because** there is so much to do there.*
- 5 *I love swimming. For this reason I always go to the seaside.*

### 4 **Aim** To write an email comparing two places

- Explain the task and go through the paragraph plan. Give Ss time to complete the task in class. Ask various Ss to read out their emails to the class.
- Alternatively, assign as HW and check Ss answers in the next lesson.

#### Suggested Answer Key

*Dear Eleanor,*  
*I love living in Russia and there are so many beautiful places in my country. My favourite one is St Petersburg but I also like Yekaterinburg.*

St Petersburg is in the Northwest. You can see and do a lot of things there. It is a historic city with beautiful buildings, art galleries, and famous museums. My favourite is the Hermitage museum because it is the largest and oldest museum in the world.

Yekaterinburg is near the Ural Mountains. There are lots of things to see and do there also. It has many monuments and lots of pretty cathedrals. I always have a lovely time there because

The best time to visit us is in June, when we have the White Nights festival in St Petersburg. We can then go to the Scarlet Sails celebration. Let me know if you can make it.

Take care,  
Tatiana

- Remind Ss that they should use full sentences (not single-word responses) and that they have 60 seconds to answer each question.
- Role play- Ss (in pairs) take turns and answer the questions.
- Invite a few groups to act the dialogue in front of the class.

**Suggested Answer Key**

**Electronic assistance:** How old are you?

**Student:** I'm 15 years old.

**Electronic assistance:** How often do you take public transport?

**Student:** I take public transport every day.

**Electronic assistance:** What is the most popular means of transport in your region?

**Student:** The most popular means of transport is the subway.

**Electronic assistance:** What transport options are available in your area?

**Student:** In my area there are subways, trolleys, buses and taxis.

**Electronic assistance:** Why do you think it's important to use public transport?

**Student:** It's important to use public transport because it reduces traffic jams.

**Electronic assistance:** What new transport links would you like in your area?

**Student:** I would like a new high speed train service to reduce journey times.

**Electronic assistance:** That is the end of the survey. Thank you very much for your cooperation.

**Exam Practice 5**

**1 Aim To prepare for the task**

- Refer Ss to the **Study Skills** box and check for understanding. Explain the task to the Ss.
- Ss read the locations and the word groups. Elicit/explain any unknown vocabulary.
- Ss complete the task individually. Then compare their answers with a partner.
- Check answers with the class. Elicit answers for the extra word group.

**Answer Key**

1 b      2 d      3 a      4 e

**Suggested Answer Key**

c in a desert

**2 Aim To listen for specific information**

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

**Answer Key**

A 3                      B 4                      C 1

**3 Aim To take part in a telephone survey**

- Read the rubric with the Ss and explain the task. Explain any unknown vocabulary.
- Tell Ss that they should listen for what word starts each question (i.e Who, What, How). If the question does not start with a question word, then the answer should start with 'yes' or 'no', unless it's an 'either/or' question (i.e. Do you prefer judo or karate?).



## Out and about

<b>Topic</b>	
In this module Ss will explore the topics of travel and holidays.	
<b>Module page</b>	<b>67</b>
<b>Lesson objectives:</b> Overview of the module. <b>Vocabulary:</b> Types of holidays ( <i>cruise, safari, sightseeing holiday, beach holiday, skiing holiday, walking holiday</i> ) Activities ( <i>sunbathe, take photographs, send postcards, swim in the sea, buy souvenirs, sit by the pool, stay at a hotel/in a tent, go sightseeing, visit museums, go to the beach, go skiing, eat local dishes, relax, play in the snow, enjoy nature</i> )	
<b>6a</b>	<b>68-69</b>
<b>Lesson objectives:</b> To identify and match headings to paragraphs in a text, to discuss holiday plans, to listen for specific information, to write about a tourist destination in your country <b>Vocabulary:</b> Tourist attractions ( <i>castle, art gallery, shopping centre, public gardens, aquarium, museum, historic site, amusement park</i> ); Verbs ( <i>miss, try</i> ); Nouns ( <i>heritage, sight, attraction, Crown Jewels, ceremony, tube, accommodation</i> ); Adjectives ( <i>cosmopolitan, precious, local, single</i> )	
<b>6b</b>	<b>70-71</b>
<b>Lesson objectives:</b> To learn <i>will/won't, going to</i> and the present continuous (future meaning), to learn conditionals types 0, 1 & 2	
<b>6c</b>	<b>72-73</b>
<b>Lesson objectives:</b> To read for lexicogrammatical structure, to practice phrasal verbs: <i>go</i> , to listen for specific information, to talk about future plans and intentions, to complete a dialogue, to write an email about a planned trip <b>Vocabulary:</b> Verb ( <i>glow</i> ); Nouns ( <i>cave, landscape, raft, tube, rope, equipment, footwear, worm, stalactite, stalagmite</i> ); Adjective ( <i>spectacular</i> )	

<b>6d</b>	<b>74</b>
<b>Lesson objectives:</b> Asking for & giving information <b>Vocabulary:</b> Sentences ( <i>What can I do for you? I'd like some information, please. How much does it cost to get in? Enjoy your visit ...</i> )	
<b>Across Cultures</b>	<b>75</b>
<b>Lesson objectives:</b> To read for gist, to write about a place in your country, to present an imaginary park, to learn intonation in questions <b>Vocabulary:</b> Nouns ( <i>treasure, village, landmark, scenes</i> ); Adjectives ( <i>miniature, hidden, tiny</i> ); Phrases ( <i>light up</i> )	
<b>CLIL TIME: Literacy</b>	<b>76</b>
<b>Lesson objectives:</b> To read for structure and sequence of events, to retell a story <b>Vocabulary:</b> Nouns ( <i>go mad, upset, look for, fall asleep, build, explore, shine</i> ); Nouns ( <i>area, ape, creature</i> ); Adjectives ( <i>dark, soft</i> )	
<b>Writing</b>	<b>77</b>
<b>Lesson objectives:</b> To read and analyse a rubric, to read for cohesion and coherence, to write an email about your holiday	
<b>Exam Practice 6</b>	<b>78</b>
<b>Lesson objectives:</b> To enable Ss to develop their Reading and Speaking skills by reading for lexicogrammatical structures and by giving a two-minute talk about school trips, thus providing extra practice for the RNE exam.	

▶▶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 topic list and stimulate a discussion to prompt Ss' interest in the module.

**Find the page numbers for**

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

**Answer Key**

*an author's biography (p. 76)*

*Do you know this author? What do you know about him? What sort of books do you think he wrote? Who is your favourite author?*

*an email (p. 73)*

*How often do you send emails? Who do you send them to? How else do you communicate with your friends/ people who are far away?*

*a timetable (p. 71)*

*Do you have a timetable? What is it for? Do you think timetables are useful? Why (not)?*

**Vocabulary**

1 **Aim** 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. Elicit the L1 equivalents.

*(Ss' own answers)*

- Explain/Elicit the meanings of any unknown words and read out the example, then Ss talk in pairs about their holiday activities using the phrases. Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

*I like cruises. I usually sit by the pool, sunbathe, send postcards and relax.*

*I like safaris. I usually enjoy nature and take photographs.*

*I like sightseeing holidays. I usually stay at a hotel, go sightseeing, take photographs, visit museums, buy souvenirs, send postcards and eat local dishes.*

*I like skiing holidays. I usually stay at a hotel, go skiing and play in the snow.*

*I like walking holidays. I usually stay in a tent, take photographs and enjoy nature.*

**6a**

**1** **Aim** To stimulate interest in the text, and read for confirmation

- Brainstorm with the class for questions about London and write five of them on the board.
- Ss read the text and 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? (Doesn't say.)
- 3 How many shops does London have? (Over 40,000.)
- 4 What's the best way to get around? (By tube.)
- 5 Where can you stay? (In luxurious hotels or bed and breakfasts.)

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

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- A 3 (famous landmarks/ art galleries and museums)  
 B 5 (40,000 shops/ many markets)  
 C 2 (you can try food/ famous dish)  
 D 1 (underground train/ buses/ cabs can take you wherever you ask)  
 E 4 (every type of accommodation you could imagine/ luxurious hotels)

**3** **Aim** To understand the writer's purpose and suggest alternative headings

- Read the **Study Skills** box aloud and then explain/ elicit the meaning of the purposes in the rubric. Ask questions to check Ss' understanding (e.g. *Is the text full of names and numbers which give us information? Is the text amusing and/or entertaining? Does the text give reasons and use explanatory words/phrases such as 'due to', 'because' or 'the reason for this is'? Does the text encourage us to visit and emphasise only the positive aspects of the place? Is the text written in the first person as a narration of the writer's visit to London?*)

- Elicit the writer's purpose and then give Ss time to think of alternative headings for the paragraphs. Check Ss' answers around the class.

**Answer Key**

*The writer's main purpose is to give the reader tourist information about London and encourage the reader to visit.*

**Suggested Answer Key**

*Things to see and do  
 Shop till you drop  
 Eating out  
 Transport  
 Places to stay*

**4** **Aim** To present and practise new vocabulary

- Explain/Elicit the meanings of any unknown words.
- Ss match the attractions (1-8) to the activities (A-H), then ask various Ss around the class to make sentences.

**Answer Key**

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

**Suggested Answer Key**

*You can see paintings and sculptures in an art gallery.  
 You can go shopping in a shopping centre.  
 You can admire beautiful plants and trees in public gardens.  
 You can see fish and aquatic animals in an aquarium.  
 You can see statues, works of art and historical items in a museum.  
 You can admire ancient ruins and temples at an historic site.  
 You can go on rides at an amusement park.*

**5 a)** **Aim** To consolidate new vocabulary

Explain the task. Ss complete it and then check Ss' answers.

**Answer Key**

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

**b)** **Aim** To summarise a text

Explain the task and ask Ss to give a summary of the text using the phrases in Ex. 5a.

**Suggested Answer Key**

Do you want to **visit a cosmopolitan city**? Then go to London. You can see and do many things there. You can see **famous landmarks** like the Tower of London and see the **precious Crown Jewels**. You can also visit **art galleries**. While in London, you have to **try the UK's most famous dish**, fish and chips. You can also **take a black cab** to get around. London has a wide range of accommodation on offer, so you can **stay at luxurious hotels** or bed and breakfasts. Finding somewhere to stay won't be a problem.

**6** **Aim** To discuss holiday plans through role play

- Explain the task and choose two Ss to read out the example.
- Ss act out their dialogues using ideas from the text in Ex. 2. Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: What are you planning to do this summer?  
 B: We're going to travel to London.  
 A: Really? What are you going to do there?  
 B: I'm going to **stay at a luxurious hotel**.  
 A: Are you going to visit **the Tower of London**?  
 B: Definitely. I'm also going to visit **Buckingham Palace and see the Changing of the Guard**. I can't wait. etc.

**7** **Aim** To listen for specific information (gap fill)

- Explain the task and explain/ elicit what sort of information is missing from each gap.
- Play the recording. Ss listen and complete the task. Check Ss' answers.

**Answer Key**

1 Pacific Ocean    3 sharks    5 6.75  
 2 coral    4 6

**8** **Aim** To write about a tourist destination

- Explain the task and brainstorm with Ss for a couple of minutes to generate ideas for places they can write about.
- Ss then complete the paragraph. Check Ss' answers by asking various Ss to read out their paragraphs.

**Suggested Answer Key**

**Milan** is in Northern Italy. It's **an amazing place** and very popular with tourists. There are a lot of things you can do there. You can **visit museums, go to the theatre or watch a football match**. You can also **go shopping and find designer clothes and beautiful souvenirs**. There are some great places to visit. There's the **Duomo, which is a beautiful cathedral, and the Teatro alla Scala as well as many beautiful parks**.

**6b**

**1 a)** **Aim** To present will/won't

- Ss' books closed. Say then write on the board: *I'll call you later. Will you be at home? No, I won't.* Elicit the form **will + bare infinitive** (affirmative) **will not/won't + bare infinitive** (negative) and **will + personal pronoun + bare infinitive** (interrogative). Draw Ss' attention to the short forms **will=I'll** and **will not=won't**. Drill Ss in all persons.
- Say then write on the board: *I think it will be cold tonight and I'm cold. I'll close the window.* Explain that we use **will** to make predictions about the future based on what we think and to make on-the-spot decisions.
- Ss' books open. Read out the table.

**b)** **Aim** To practise pronunciation of contracted forms (will/won't)

- Play the recording with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

**2** **Aim** To practise making on-the-spot decisions

Explain the task, read out the example and elicit the rest of the answers from Ss around the class.

**Answer Key**

2 I'll help you.    4 I'll lend you some.  
 3 I'll come with you.    5 I'll carry it for you.

**3** **Aim** To present going to

- Ss' books closed. Say then write on the board: *I am going to go on holiday in the summer.* Explain that we use **be going to + infinitive** to talk about our plans and future intentions. Say then write on the board: *Look out! You're going to fall!* Explain that we also use **be going to** to make predictions based on what we can see.
- Ss open their books. Go through the table. Ask various Ss to read out different persons.
- Read out the examples and then elicit the L1 equivalents for them. Elicit any similar structures in Ss' L1.

(Ss' own answers)

4 **Aim** To practise *going to*

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

**Answer Key**

- 2 *Bill is going to visit local museums.*
- 3 *Mr and Mrs Harris are going to wake up late.*
- 4 *Jenny is going to spend her mornings on the beach.*
- 5 *Peter is going to try local dishes.*
- 6 *Jenny and Helen are not going to stay at a hotel.*
- 7 *Are the Smiths going to buy a lot of souvenirs?*

5 **Aim** To practise using *going to* for predictions

Read the theory and the examples aloud. Ss complete the task, then check Ss' answers.

**Suggested Answer Key**

- |                             |                            |
|-----------------------------|----------------------------|
| 2 <i>'re going to watch</i> | 5 <i>'re going to play</i> |
| 3 <i>'s going to make</i>   | 6 <i>is going to win</i>   |
| 4 <i>'s going to wash</i>   |                            |

6 **Aim** To practise *will/won't* and *going to*

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

**Answer Key**

- |                       |                       |
|-----------------------|-----------------------|
| 1 <i>are going to</i> | 4 <i>'re going to</i> |
| 2 <i>'ll</i>          | 5 <i>'ll</i>          |
| 3 <i>'s going to</i>  |                       |

7 **Aim** To present the present continuous with a future meaning

Read the examples aloud and elicit which sentence matches which use. Elicit further examples of sentences with the present continuous with a future meaning from various Ss around the class.

**Answer Key**

*Jane is sunbathing now.* – an action happening now  
*She is having a party tomorrow evening.* – a fixed arrangement in the near future

8 **Aim** To practise using the present continuous with a future meaning

- Direct Ss' attention to the timetable and read out the example.
- Ss complete the task. Check Ss' answers.

**Answer Key**

- 2 *Are Meredith and Jenny going to Helen's party on Thursday? No, they aren't.*
- 3 *Is she having a ballet lesson on Wednesday? Yes, she is.*
- 4 *Is she having lunch with her aunt on Sunday? No, she isn't.*

5 *Are Meredith and her mum going shopping on Friday? Yes, they are.*

9 **Aim** To present types 0 & 1 conditionals

- Ss' books closed. Say then write on the board: *If you heat water to 100°C, it boils.* Explain that this is a type 0 conditional sentence and that it contains an **if-clause** and a **main clause**. Tell Ss that we put a comma after the **if-clause**. Explain that we use Type 0 conditionals to talk about a general truth or a law of nature and we use the present simple in both clauses.
- Say then write on board: *If you go to London, you will see Big Ben.* Ask Ss to identify the **if-clause** (*if you go to London*) and which tense we use (*present simple*). Ask Ss to identify the **main clause** (*you will see Big Ben*) and the tense used (*future simple*). Explain that this is a Type 1 conditional and we use them to talk about a real or probable situation in the future.
- Ss' books open. Read the table and elicit the L1 equivalents for the examples from Ss around the class.

(Ss' own answers)

10 **Aim** To practise types 0 & 1 conditionals

Explain the task and give Ss time to complete it. Check Ss' answers around the class and elicit the conditional type of each sentence.

**Suggested Answer Key**

- |                              |                             |
|------------------------------|-----------------------------|
| 1 <i>melts (type 0)</i>      | 4 <i>get (type 0)</i>       |
| 2 <i>will go (type 1)</i>    | 5 <i>die (type 0)</i>       |
| 3 <i>will visit (type 1)</i> | 6 <i>will miss (type 1)</i> |

11 **Aim** To present/practise using *unless*

- Explain that in Type 1 conditionals we can use *unless + affirmative verb* instead of *if ... not* in the if-clause with no change in meaning.
- Give Ss time to complete the task, then check Ss' answers.

**Answer Key**

- 2 *Unless it rains, we'll go out.*
- 3 *Unless we book our seats now, we won't go on holiday.*
- 4 *Unless you work hard, you'll fail the test.*
- 5 *Unless he's on time, he'll miss the bus.*

12 **Aim** To present/practise type 2 conditionals

- Ss' books closed. Say then write on the board: *if I won the lottery, I would buy a big house.* Ask a S to identify the if-clause (*if I won the lottery*) and another S to identify the main clause (*I would buy ...*). Ask what tense we use in the if-clause (*past simple*) and what verb form we use in the main clause (*would + bare infinitive*).

- Explain that type 2 conditionals express an unreal/unlikely situation in the present or future. Also point out that we can use 'were' instead of 'was' in all persons.
- Ss' books open. Read out the table and give Ss time to complete the task, then check Ss' answers.

**Answer Key**

- |            |                 |
|------------|-----------------|
| 1 would go | 4 would lose    |
| 2 found    | 5 would take up |
| 3 could    |                 |

**13 Aim To practise type 2 conditionals**

Give Ss time to formulate their answers. Then ask various Ss around the class to check their answers with the class.

**Suggested Answer Key**

- would wish for a sports car.
- would buy a house/villa.
- would help the poor.

**6c**

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

Direct Ss' attention to the pictures and ask four Ss to each read out the first sentence of one paragraph. Elicit what Ss think they are going to read about.

**Suggested Answer Key**

*The letter is about someone's holiday plans and the activities he is looking forward to doing.*

**Background information**

**New Zealand** is a country in the south-west Pacific Ocean to the east of Australia. It is made up of two large islands, the North Island and the South Island, and many small islands. It has a population of 4.2 million people and the capital city is Wellington. It is a popular holiday destination for people who like nature and extreme sports.

**2 Aim To read for lexicogrammatical structure**

- Refer Ss to the **Study Skills** box and check for understanding. Explain to Ss that they should identify what is missing (i.e. a verb, pronoun).
- Allow Ss some time to read the text and fill in the gaps with the correct form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

**Answer Key**

- am leaving (verb)- Present continuous affirmative
- me (personal pronoun- object)
- am going to do (Future form- be going to-affirmative)
- to go (full infinitive)
- do you think (Present simple affirmative)
- will have (Future simple affirmative)

**3 Aim To consolidate new vocabulary**

Give Ss time to complete the sentences, then check Ss' answers.

**Answer Key**

- |               |                    |         |
|---------------|--------------------|---------|
| 1 spectacular | 3 famous           | 5 range |
| 2 safety      | 4 stalactite, cave |         |

**4 Aim To present phrasal verbs**

- Check understanding of the form verb + particle.
- Read the meaning of the phrasal verbs aloud and give more examples on the board (if necessary).
- Alternatively, give a definition, a synonym or draw a simple sketch of the meaning of the phrasal verb for Ss to guess.
- Allow Ss some time to complete the task.
- Check Ss answers around the class.

**Answer Key**

- |      |       |         |       |
|------|-------|---------|-------|
| 1 on | 2 out | 3 after | 4 off |
|------|-------|---------|-------|

**5 Aim To listen for specific information (multiple choice)**

- Ss read the questions and the answer choices.
- Elicit/explain any unknown vocabulary.
- Ask Ss to underline the key words in each. Elicit from Ss what the conversation might be about. Remind Ss that the incorrect options will be mentioned in the conversation in some way.
- Play the recording twice. Ss listen and choose the correct answers.
- *Optional-* Ss compare answers with a partner and listen again to check.
- Check Ss' answers around the class.

**Answer Key**

*Mark is talking about an excursion.*

**Answer Key**

- |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 4 | 2 | 5 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|

**6 Aim To talk about fixed arrangements**

Ss do the task in closed pairs, then ask some pairs to act out their completed dialogues in front of the class.

**Suggested Answer Key**

- I'm going to Paris on my school trip this year.
- All my classmates are going to go with me.

- 3 I'm going to travel by plane.
- 4 I'm leaving next Saturday.
- 5 I'm going to stay at a hotel.
- 6 I'm going to see the sights such as the Eiffel Tower and visit museums such as the Louvre.
- 7 I'm coming back on Sunday, 3<sup>rd</sup> May.

**7** **Aim** To analyse a rubric and write an email about a holiday (free writing)

- Read the rubric with Ss and allow them some time to underline the key words.
- Discuss with Ss about the important information in the rubric (i.e. who is writing to who, how long the email should be, what information should be included, how many words should they write).
- Elicit the questions from the rubric and write them on the board.
- Allow Ss time to write their emails./ Alternatively, assign task as homework.
- *Optional-* Ss exchange their writings with a partner and comment on them (peer feedback). Alternatively, invite a few Ss to read their emails to the rest of the class.

**Suggested Answer Key**

Hi Laura,  
 How are you? I'm really excited. This week I am going on holiday with my family to Paris. We are leaving on Saturday by plane. We're staying at a nice hotel with an excellent view of the whole city!  
 We can't wait to explore everything! We're going to see all the sights including the Eiffel Tower and visit museums including the Louvre. Me and my sister want to go to Disneyland. It is a popular amusement park. There are many rides and games to choose from. We're also going to eat out at local restaurants and try traditional French food.  
 That's all my news for now. See you on Sunday 3rd May!  
 Take care,  
 Maria

**6d**

**1 a)** **Aim** To learn situational language, introduce the context of a dialogue and practise pronunciation

- Play the recording. Ss listen and repeat chorally or individually.
- Explain that the sentences are from a dialogue in which Bill, a teenager who is visiting London with his family, wants to find out when he can visit the aquarium. Elicit Ss' guesses as to when he might like to go there (in the summer, at the weekend etc).

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

Play the recording. Ss listen and follow the text in their books and find out the answer to the question in Ex. 1a.

**Answer Key**

Bill wants to visit the aquarium at the weekend.

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

Allow Ss time to read the dialogue again and do the task. Check Ss' answers, then elicit corrections for the false statements.

**Answer Key**

- 1 F    2 F    3 F    4 T    5 T    6 T
- 1 He is visiting at the weekend.
  - 2 It is open from 10 am to 7 pm at the weekend.
  - 3 It costs £9 for children.

**3 a)** **Aim** To learn synonymous phrases

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

**Answer Key**

- What price is admission? – How much does it cost to get in?  
 Could you tell me where the aquarium is? – Where is the aquarium exactly?  
 Is that correct? – right?  
 Have a nice time ... – Enjoy your visit ...

**b)** **Aim** To consolidate situational language through translation

Elicit the L1 equivalents for the sentences in Ex. 1a from various Ss around the class.

(Ss' own answers)

**4** **Aim** To act out a dialogue

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

**Across Cultures**

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

- Direct Ss' attention to the pictures and the title and elicit guesses to the question in the rubric.

- Play the recording. Ss listen and follow the text in their books and check.
- Ask Ss to look up the meanings of the words in the **Check these words** box in their dictionaries.

### Answer Key

*These places are special because they contain very small models of real places.*

## 2 **ICT** **Aim** To write about a place in your country

- Explain the task. Ss work in groups and think of a place.
- Refer Ss to the Internet, encyclopaedias or other reference books to find information about a place in their country and then Ss complete the task.

### Suggested Answer Key

*Sochi Park is a theme park in Russia. The theme emerged from Russian myths and fairy-tales. It is like a Russian Disneyland. The park has got 5 zones each with their unique character. You can go on lots of rides and watch different shows. There are restaurants and gift shops to visit too. It's a great place for families!*



## **Aim** To give a presentation on your own miniature model park

- Explain the task and divide the class into groups. Tell Ss to brainstorm for popular tourist attractions in their country and then decide which ones would be good to include in a model park and why.
- Allow Ss some time to formulate their ideas then ask various groups to present their park to the rest of the class.

### Suggested Answer Key

*In our model park, we have got a model of the State Hermitage museum in Saint Petersburg because it is a very popular and historic tourist attraction. We have got a model of St. Basil's Cathedral because it is a famous symbol of Moscow and the whole of Russia. Also, we have got a model of the State Tretyakov Gallery. It is very educational because it has a unique collection of Russian art. Finally, we have got a miniature model of Moscow Kremlin with its beautiful fortress. It is a great attraction for visitors with five palaces, four cathedrals and the Kremlin towers. Our model park is very beautiful.*

## 3 **Aim** To present and practise intonation in questions

- Go through the theory and explain how the pitch goes up at the end of a yes/no question and down at the end of a wh- question.

- Play the recording with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit how questions are pronounced in Ss' L1.

(Ss' own answers)

## CLIL TIME: Literacy

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

Elicit what, if anything, Ss know about H.G. Wells, then ask Ss to read the biography to check.

### Answer Key

*H.G. Wells is a famous science-fiction writer. He is famous for his novels such as 'The Time Machine' and 'The Invisible Man'.*

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

- Direct Ss' attention to the pictures and elicit what they show and how they may relate to the story.
- Play the recording. Ss listen and follow the text in their books and find out the answers to the questions in the rubric.

### Suggested Answer Key

*The extract is about the time traveller who has lost his time machine. The pictures show the time machine and a grey ape with red eyes. They are both mentioned in the extract.*

### 2 **Aim** To read for sequence of events and retell a story

- Allow Ss some time to read the text carefully and put the events in the order they happened.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and then ask various Ss to retell the story.

### Answer Key

- 3 He woke the little people up because he couldn't find the Time Machine.
- 4 He got away and looked for the Time Machine.
- 8 He followed the creature.
- 7 A strange-looking creature appeared.
- 5 He fell asleep on the ground.
- 2 There were little people in the hall.
- 6 He woke up and went into a dark old house.

### Suggested Answer Key

*The Time Traveller went into a big stone building. There were little people in the hall. He woke the little people up because he couldn't find the Time Machine. He got away*



and looked for the Time Machine. He fell asleep on the ground. He woke up and went into a dark old house. A strange-looking creature appeared. He followed the creature.

- Read out the **Checkpoint!** box and elicit four adverbs of manner from the text.

**Suggested Answer Key**

loudly, quickly, well, fast, carefully



**Aim** To predict and discuss possible outcomes of a story

- Explain the task and allow Ss some time to talk about their ideas in pairs.
- Ask some pairs to report back to the class.
- Play the recording. Ss listen and check.

**Suggested Answer Key**

We think the inventor followed the creature to a place where there were hundreds of other creatures. They attacked him and wanted to eat him. He escaped and ran through a forest. Then he found his Time Machine and got away before the creatures could catch him.

## Writing

1 **Aim** Understanding a rubric and planning the content of a letter

- Read the rubric with Ss and allow them some time to find the key words and underline important information (i.e. who is writing to who, how long the letter should be, what information should be included)
- Elicit the questions from the rubric and write them on the board.
- Ss read the letter and try to find out if the questions have been answered.
- Elicit answers from the class.

**Key words:** where you are staying/ what the weather is like/ plans

The email answers the questions: 'Where are you staying?' We are staying in a really great hotel. 'What is the weather like?' It's a bit chilly. 'What are your plans?' We can't wait to explore everything! Today we are taking a sightseeing.....and drops very fast.

**Background information**

**Copenhagen** is the capital city of Denmark. It has a population of 1.7 million people. It is one of the most environmentally-friendly cities in the world and has many parks. Its famous attractions include the Tivoli Gardens amusement park and the statue of the Little Mermaid.

2 **Aim** To read for cohesion and coherence (missing sentences)

- Explain the task. Allow Ss time to put the missing sentences in the right place in the text.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Play the recording. Ss listen and check their answers.

**Answer Key**

1 d      2 a      3 b      4 c      5 e

3 **Aim** To write a letter about your holiday

- Allow Ss time to complete the task in class.
- Remind Ss to check their work for mistakes once they have finished.
- Check Ss' answers by asking various Ss to read their letter to the class.

**Suggested Answer Key**

Steve Moore  
13 Edward St  
LE7 7BC  
Birstall  
Leiceser

Dear Steve,

Hi! How are you? We arrived in **Edinburgh** yesterday and we're really **excited about being here**. We are staying **at a beautiful hotel in the city centre**. The weather is **cool but sunny**.

The city looks amazing. We can't wait to explore everything! First of all, we're going to **see Edinburgh Castle**. My mum **and sister can't wait to go shopping**. My dad **and I are going to go on a tour of the city**. I'm **also going to visit the museum**, which has got a collection of paintings, photographs and sculptures.

That's all my news. See you in **a week**.

Take care,

Mario


## Exam Practice 6

1 a) **Aim** To identify what is missing and prepare for the task

- Ss read each sentence and try to identify what is missing (i.e. a verb, a noun, a comparative form).
- Remind Ss that they should look closely at the words before and after each gap as well as the time words and linkers.
- Invite Ss to read out their answers and give reasons for their choice.

**Answer Key**

- 1 a verb in the past simple
- 2 an adverb
- 3 a verb in the present continuous

**b)  To practice lexico-grammatical structures**

- Ss read the statements in Ex.1 and complete the gaps with the correct grammatical form of the words.
- Invite Ss to read out their answers.

**Answer Key**


- 1 agreed                      2 heavily                      3 are meeting

**2  To read for lexico-grammatical structures**

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Invite Ss to read out their answers in class and check.

**Answer Key**

- 1 first (ordinal number)
- 2 became (verb in the past simple affirmative)
- 3 wildly (adverb)
- 4 best (superlative form)
- 5 his (possessive pronoun)
- 6 safer (comparative form)
- 7 was blowing (past continuous affirmative)

**3  To give a two-minute talk about a school trip**

- Direct Ss to the prompts and check that they understand what they will talk about. Remind Ss that they must not talk for more than two minutes.
- Give Ss a minute and a half to prepare.
- Ss take turns giving their talks in front of the class.

**Suggested Answer Key**

*School trips are important because they give students educational experiences away from their regular school environment. Schools usually organise trips to zoos, nature centres, historical landmarks and museums. Students visiting these places learn in a more interactive way than they do in school. Science museums, for example, often have displays that students can touch and see up close. Students get to spend the day in a different learning environment and then they can remember important details about what they saw and learnt on the trip.*

*My history class and I are going on a school trip. We're going to visit the Red Square in Moscow. We're also planning to see the surrounding buildings like the State History Museum and Saint Basil's Cathedral. I'm going to bring my camera so I can take lots of pictures of the different places.*

*When we arrive we're going to go on a walking tour of Moscow's Red Square first. Then, we're going to visit the State History Museum. After that, we're going to have lunch in a nice restaurant in the Red Square area. After lunch, we're going to visit Saint Basil's Cathedral. I can't wait to see the inside of the cathedral and its beautifully painted walls.*

# Experiences

<b>Topic</b>	In this module Ss will explore the topic of life experiences especially those related to travel and sports.
<b>Module page</b>	<b>79</b>
<b>Lesson objectives:</b>	Overview of the module
<b>Vocabulary:</b>	Special activities ( <i>ride in a hot-air balloon, feed sharks, dive from a waterfall, fly a helicopter, climb Mount Everest, explore a rainforest, swim with dolphins, try skydiving, ride a camel in the desert</i> ); Adjectives ( <i>exciting, dangerous, challenging, scary, exhausting, reckless, inspiring, stimulating, fascinating, risky</i> )
<b>7a</b>	<b>80-81</b>
<b>Lesson objectives:</b>	To read for specific information, to listen for sequence and order of events, to write about sb's experience
<b>Vocabulary:</b>	Activities ( <i>do a bungee jump, volunteer overseas, ride an elephant, swim with dolphins, take pictures under water, run a marathon, drive a racing car, play rugby in an international match, run with bulls</i> ); Adjectives ( <i>thrilling, fun, difficult, tiring, risky, interesting</i> ); Verbs ( <i>destroy, let off a rocket</i> ); Nouns ( <i>experience, adventurer, coral reef, space, species, diver, jungle hike, view, hummingbird, ruins, resort</i> ); Adjectives ( <i>curious, underwater, ancient, challenging, spectacular, rare</i> )
<b>7b</b>	<b>82-85</b>
<b>Lesson objectives:</b>	To learn the present perfect and <i>just/already/yet/for/since/ever/never</i> , to compare the present perfect and the past simple, to learn the past perfect, to compare the past perfect and the past simple, to learn question tags
<b>7c</b>	<b>86-87</b>
<b>Lesson objectives:</b>	To read for gist, to read for lexicogrammatical structures, to practice phrasal verbs: run, to give bad news and express sympathy, to listen for specific information, to write about an embarrassing experience
<b>Vocabulary:</b>	Embarrassing situations ( <i>forget someone's name, fall asleep during a test, spill a drink on someone, get on the wrong train/bus, forget an appointment, tear clothes, slip and fall down, take the wrong luggage, walk into a glass door, break sth in a shop, think someone is waving at you, eat something too spicy</i> ); Verbs ( <i>fall asleep, burst out laughing, slip, rush, crash into, break</i> ); Nouns ( <i>shopping mall, mirror, cheeks, sliding doors, swollen nose, black eye</i> ); Adjectives ( <i>embarrassing, naughty</i> ); Phrases ( <i>by mistake, see the funny side</i> )

<b>7d</b>	<b>88</b>
<b>Lesson objectives:</b>	Sharing opinions; to pronounce /i:/, /ɪ/
<b>Vocabulary:</b>	Sentences ( <i>What do you think of skydiving? No, I haven't but I'd sure like to. Personally, I think it's very dangerous. Oh I don't think so. Good point, but there's a second parachute. I admit that would be great. I believe it's just too risky.</i> ); Asking for opinions ( <i>What do you think of ...? What's your opinion?</i> ); Expressing opinions ( <i>In my opinion, ... . Personally, I think ... . I see what you mean ... . Good point, (but) ... . To tell you the truth it's ... .</i> )
<b>Across Cultures</b>	<b>89</b>
<b>Lesson objectives:</b>	To read for lexicogrammatical structure, to write a short text for a tourist website
<b>Vocabulary:</b>	Verbs ( <i>race, breed, protect, access</i> ); Nouns ( <i>sight, crab, season, cliff, crossing, tunnel, migration, reserve, species, coast, fee</i> ); Adjectives ( <i>shady, harsh, single</i> )
<b>CLIL TIME: PSHE</b>	<b>90</b>
<b>Lesson objectives:</b>	To identify and match headings to paragraphs in a text, to give advice
<b>Vocabulary:</b>	Situations ( <i>meeting new people, joining a club or a team, speaking in a group, answering a question in class, making a phone call</i> ); Verbs ( <i>go red, introduce, shake, avoid</i> ); Nouns ( <i>eye contact, small talk, invitation, choir, conversation, step</i> ); Adjectives ( <i>comfortable, confident</i> ); Phrase ( <i>little by little</i> )
<b>Writing</b>	<b>91</b>
<b>Lesson objectives:</b>	To read for comprehension, cohesion and coherence, to write a survey report about films
<b>Exam Practice 7</b>	<b>92</b>
<b>Lesson objectives:</b>	To enable Ss to develop their Reading skills by identifying and matching headings to paragraphs in a text, to provide extra practice for the RNE exam.

### ►► What's in this module?

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

### Find the page numbers for

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

#### **Answer Key**

*pie charts (p. 91)*

*Do you use pie charts at school? If yes, in which subject? Do you think they are useful? Why (not)?*

*an ancient city (p. 80)*

*What do you know about this city? Have you ever visited an ancient city? Which one? When?*

*a blog (p. 86)*

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

### Vocabulary

- 1 **Aim** To present vocabulary for special activities and adjectives and talk about experiences you would/wouldn't like to do

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss around the class.

*(Ss' own answers)*

- Go through the list of adjectives and elicit/explain their meanings.
- Ask two Ss to read out the example sentences and then Ss tell their partners which experiences they would/wouldn't like to have and why.
- Monitor the activity around the class and then ask some pairs to report back to the class on their partner's responses.

#### **Suggested Answer Key**

*I'd like to ride in a hot-air balloon. I think it's exciting.*

*I wouldn't like to try skydiving. I think it's scary.*

## 7a

1 **Aim** To describe pictures, introduce the topic and predict the content of the text

- Direct Ss' attention to the pictures and ask various Ss around the class to describe them. Ask them to imagine they are there and elicit what they might be able to see, hear, smell etc there.
- Read the name of each place aloud and elicit whether any Ss know of these places and what people can see/do there. Elicit a variety of questions about the places from Ss around the class. Write the best ones on the board.
- Play the recording. Ss listen and follow the text in their books and find out about the places and see if their questions were answered.

**Suggested Answer Key**

The first picture shows a person scuba diving under the sea and a large fish swimming in front of them. I can see a large yellow fish with white spots and some smaller fish. I can't hear anything except my own breathing and I can't smell anything.

The second picture shows an ancient ruined city on top of a mountain. I can see stone buildings and green mountains. I can smell the fresh air and the green grass and I can hear insects humming. I can feel a gentle breeze.

The third picture shows bulls chasing men down the road. I can see a lot of bulls, especially a big black one. I can see men wearing white clothes trying to escape the bulls. I can hear the hooves of the bulls clattering on the road and I can hear the men shouting and cheering. I can smell an animal smell.

**Suggested Answer Key**

Where is the person scuba diving? (The Great Barrier Reef, Australia)

Where are these ancient ruins? (Peru)

Why are the bulls chasing the men? (It's a festival)

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

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional*- Ask Ss to correct the false statements.

**Answer Key**

- 1 F (The fish on the Great Barrier Reef are not afraid of curious divers.)
- 2 T
- 3 NS
- 4 T
- 5 T

b) **Aim** To consolidate information in a text

- Read the rubric aloud and give Ss time to formulate their answers and write their sentences.
- Ask various Ss around the class to read out their sentences to the rest of the class.

**Suggested Answer Key**

I was impressed that the Great Barrier Reef is 2,000 km long and might be seen from space. It is an impressive natural feature.

I thought it was interesting that Machu Picchu is 2,430 metres above sea level because I think it must have been difficult to live so high in the mountains in the ancient past. I was impressed that the festival in Pamplona dates from the 14th century. I like it when people keep old traditions.

c) **Aim** To personalise the topic

Ask various Ss around the class to share their interesting/exciting holiday experiences with the class.

(Ss' own answers)

3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to match the words to form collocations. Tell Ss they may check in the text if they need to.
- Check Ss' answers and then give Ss more time to complete the sentences.
- Check Ss' answers by asking various Ss to read out the completed sentences.

**Suggested Answer Key**

2 g	4 h	6 d	8 e
3 a	5 c	7 b	

1 coral reef	5 rare wildlife
2 brilliant time	6 holiday resort
3 mysterious place	7 traditional costumes
4 ancient city	8 colourful fish

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

Ask Ss around the class to read out the activities one at a time.

**b) Aim To act out exchanges talking about activities**

- Explain/Elicit the meanings of the adjectives in the list.
- Ask two pairs of Ss to model the example.
- Ss then work in pairs and act out similar exchanges using the adjectives.
- Monitor the task around the class and then ask various pairs to act out their exchanges in front of the class.

**Suggested Answer Key**

A: I'd like to do a bungee jump.

B: So would I. I think it would be exciting. Would you like to run with bulls?

A: Not really. I think it would be difficult.

A: I'd like to ride an elephant.

B: So would I. I think it would be fun. Would you like to swim with dolphins?

A: Yes, I would. I think it would be fun.

A: I'd like to take pictures under water.

B: So would I. I think it would be fun. Would you like to drive a racing car?

B: Not really. I think it would be risky.

A: I'd like to volunteer overseas.

B: So would I. I think it would be interesting.

**5 Aim To listen for specific information and order of events**

- Explain the situation and the task and play the recording.
- Ss listen and put the events in the order they happened.
- Check Ss' answers and then elicit how Ian felt at the end of his trip.

**Answer Key**

A 5 It started raining.

B 7 It threw Ian off its back.

C 8 They took him to hospital.

D 3 He stayed at a hotel.

E 9 They discovered that he had broken his arm.

F 1 Ian went to India last summer.

G 4 They decided to go on an elephant ride.

H 2 He went with his two friends, Mark and Tony.

I 6 The elephant got scared.

He felt upset and disappointed at the end of his trip.

**6 Aim To narrate a person's experience**

Play the recording again. Then ask various Ss to narrate Ian's experience using the sentences in Ex. 5.

**Suggested Answer Key**

Ian went to India last summer. He went with his two friends, Mark and Tony. He stayed at a hotel. They decided

to go on an elephant ride. It started raining. The elephant got scared. It threw Ian off its back. They took him to hospital. They discovered that he had broken his arm.

**7b**

**1 Aim To present the present perfect affirmative & negative**

- Ss' books closed. Say then write on the board: I have worked hard today. Tom *hasn't worked hard today*. Underline: *have worked* and *hasn't worked*.
- Explain that this verb is the present perfect and elicit the form (affirmative - have/has + past participle, negative - haven't/hasn't + past participle).
- Explain that the past participles of regular verbs are formed by adding **-ed** to the end of the verb and that irregular verbs have their own forms.
- Explain that we use the present perfect to talk about actions that started in the past and continue to now, life experiences and completed past actions with results we can see now.
- Ss' books open. Give Ss time to copy the table into their notebooks and then elicit the answers to fill the gaps. Then elicit examples from the text.

**Answer Key**

1 have                      2 hasn't                      3 haven't

**Suggested Answer Key**

has just come back, 've heard, 've taken, has just been on, hasn't destroyed, have done, have run, 've never run

**2 Aim To practise past participles**

- Explain the task and go through the example.
- Give Ss time to do the task, then direct them to the Irregular Verbs list at the back of their books to check their answers.
- Elicit which verbs are regular/irregular from various Ss around the class.

**Answer Key**

2 written (I)                      6 listened (R)                      10 brought (I)  
 3 won (I)                      7 run (I)                      11 thought (I)  
 4 ridden (I)                      8 been/gone (I)                      12 told (I)  
 5 travelled (R)                      9 given (I)

**3 Aim To practise the present perfect**

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

**Answer Key**

2 has run                      4 hasn't listened                      6 have  
 3 haven't ridden                      5 have won                      travelled

4 **Aim** To present the present perfect interrogative and short answers

- Direct Ss' attention to the table and elicit how we form questions in the present perfect (*have/has + personal pronoun + past participle*).
- Explain/Elicit that we form short answers with *Yes/No + personal pronoun + have/has/haven't/ hasn't*.

5 **Aim** To practise the present perfect interrogative

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

**Answer Key**

- 2 *Have your parents ever travelled to Asia? Yes, they have./No, they haven't.*
- 3 *Has a friend ever told you a lie? Yes, he/she has./No, he/she hasn't.*
- 4 *Have you ever seen a ghost? Yes, I have./No, I haven't.*
- 5 *Have you and your friends ever slept in a tent? Yes, we have./No, we haven't.*
- 6 *Have you ever driven a racing car? Yes, I have./No, I haven't.*

6 **Aim** To present adverbs commonly used with the present perfect tense

- Ask individual Ss to read out the sentences and then give the L1 equivalents.
- Say then write on the board: *I have **already** eaten lunch. I have **just** eaten lunch.* Explain that we use **already/just** in affirmative statements and they go between **have + past participle**. Explain that we use **already** to refer to an action in the recent past and that we use **just** to refer to an action in the immediate past.
- Say then write on the board: *I haven't eaten lunch **yet**. Have you eaten lunch **yet**?* Explain that we use **yet** in questions and negations and that it goes at the end of the sentence.
- Say then write on the board: *I have been a teacher **for** 10 years. I have worked at this school **since** 2005.* Explain that we use **for/since** in affirmative and negative sentences. Explain that we use **for** to express duration and **since** to state when an action started.
- Say then write on the board: *Have you **ever** been to China? I have **never** been to China?* Explain that we use **ever** in questions and **never** in negations. They go between **have + past participle**.
- As an extension, ask various Ss around the class to say sentences using the adverbs.
- Give Ss time to choose the correct adverbs in sentences 1-8. Check Ss' answers and elicit their reasons for their choices.

**Answer Key**

- 1 *never (we only use ever in questions)*
- 2 *for (we use for to express duration)*
- 3 *just (yet goes at the end of the sentence)*
- 4 *ever (we use ever in questions)*
- 5 *since (to show when an action started)*
- 6 *yet (we use yet in negations at the end of the sentence)*
- 7 *already (to show a recently completed action)*
- 8 *since (to show the starting point of an action)*

7 **Aim** To compare the present perfect and the past simple

Read out the theory box and elicit any similar structures in Ss' L1.

(Ss' own answers)

8 **Aim** To practise the present perfect and the past simple (affirmative)

- Give Ss time to complete the task and then check Ss' answers.
- Remind Ss that with the past simple a time is stated or implied.

**Answer Key**

- |                          |                     |                     |
|--------------------------|---------------------|---------------------|
| 1 <i>went</i>            | 4 <i>has broken</i> | 7 <i>flew</i>       |
| 2 <i>has never eaten</i> | 5 <i>have tried</i> | 8 <i>have lived</i> |
| 3 <i>have played</i>     | 6 <i>ran</i>        |                     |

9 **Aim** To practise the present perfect and the past simple (interrogative)

- Explain the task and read out the example.
- Ss complete the task, then check Ss' answers around the class.
- Remind Ss to distinguish between a specific time in the past or a general period up to now in the prompts to help them decide which tense they should use.

**Answer Key**

- 2 *Did you catch the bus to school this morning? (Yes, I did./No, I didn't.)*
- 3 *Did you visit your grandparents last weekend? (Yes, I did./No, I didn't.)*
- 4 *Has your friend sent you a text message today? (Yes, he has./No, he hasn't.)*
- 5 *Did you and your friends go to the cinema last night? (Yes, we did./No, we didn't.)*

10 **Aim** To practise the present perfect and the past simple interrogative

- Explain the task and ask two Ss to model the example.
- Ss complete the task in pairs.
- 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

- 2 A: *Have you ever slept in a tent?*  
 B: *Yes, I have.*  
 A: *When did you do it?*  
 B: *I slept in a tent last summer.*
- 3 A: *Have you ever run a marathon?*  
 B: *Yes, I have.*  
 A: *When did you do it?*  
 B: *I ran a marathon 10 years ago.*
- 4 A: *Have you ever eaten anything strange?*  
 B: *Yes, I have.*  
 A: *What did you eat?*  
 B: *I ate frogs' legs.*
- 5 A: *Have you ever been on a ghost train?*  
 B: *Yes, I have?*  
 A: *Where did you go on it?*  
 B: *I went on a ghost train at Disneyland, Paris last summer.*

### 11 **Aim** To present the past perfect

- Write on the board: They had arrived before we reached the station.
- Explain that the underlined verb form is the past perfect. Elicit the form (affirmative – had + past participle, negative – hadn't + past participle, interrogative – had + personal pronoun + past participle). Then elicit that we form short answers with Yes/No + personal pronoun + had/hadn't).
- Explain that we use the past perfect to talk about an action that happened before another one in the past.
- Elicit any similar structures in Ss' L1.

(Ss' own answers)

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

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

#### Answer Key

- 2 *Had the programme started*    4 *had taken*  
 3 *hadn't booked*    5 *hadn't had*

### 13 **Aim** To practise the present perfect

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

#### Answer Key

- 2 *he had forgotten his briefcase at home*  
 3 *she had lost her keys*  
 4 *the film had already started*  
 5 *she had locked the door*

### 14 **Aim** To practise the past perfect and the present perfect

- Explain the task and remind Ss the difference between the two tenses (*present perfect: an action which started in the past and continues to the present, past perfect: an action which finished in the past and whose result was visible in the past*).
- Give S time to complete the sentences then check Ss' answers.

#### Answer Key

- 1 *had stayed*    4 *had passed*  
 2 *has just arranged*    5 *has applied*  
 3 *had walked*

### 15 **Aim** To compare the past perfect and the past simple

- Read out the theory box and elicit any similar structures in Ss' L1.

(Ss' own answers)

### 16 **Aim** To practise the past perfect and the past simple

- Give Ss time to complete the sentences then check Ss' answers.
- Remind Ss that the past perfect is for an action that happened before another one and that the past simple is for an action that happened immediately after another one.

#### Answer Key

- 1 *hadn't visited*    4 *started*  
 2 *booked*    5 *had never ridden*  
 3 *switched*    6 *had lost*

### 17 **Aim** To practise the past perfect and the past simple

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

#### Answer Key

- 1 *left*    4 *had already eaten*  
 2 *hadn't discovered*    5 *watched*  
 3 *Had you travelled*    6 *had just opened*

### 18 **Aim** To revise the past perfect, the past simple, the present perfect and the past continuous

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

#### Answer Key

- 1 A    2 D    3 D    4 A    5 A    6 B



19 **Aim** To practise the past perfect, the past simple, the present perfect and the past continuous in a cloze text

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

**Answer Key**

- |                        |                  |
|------------------------|------------------|
| 1 have never been      | 6 were shopping  |
| 2 arrived              | 7 hadn't had     |
| 3 have already visited | 8 left           |
| 4 took                 | 9 haven't bought |
| 5 have been            | 10 Did you do    |

20 a) **Aim** To present question tags

- Go through the theory box with Ss and explain the use, form and intonation of question tags.
- Elicit any similar structures in Ss' L1.

(Ss' own answers)

b) **Aim** To practise question tags and listen for intonation in question tags

- Explain the task and give Ss time to complete the question tags.
- Check Ss' answers.
- Play the recording. Ss listen and tick whether the intonation is rising or falling. Play the recording again with pauses for Ss to listen and repeat chorally or individually.

**Suggested Answer Key**

- |               |                 |
|---------------|-----------------|
| 1 can she ↗   | 4 don't you ↗   |
| 2 has he ↗    | 5 didn't they ↗ |
| 3 isn't she ↗ | 6 isn't he ↗    |

**7c**

1 **Aim** To introduce the topic

- Direct Ss' attention to the pictures and the prompts under each one.
- Explain/Elicit the meanings of any unknown words. Act out the example exchange with a S and then go through the pictures asking questions for each one and eliciting answers from various Ss around the class.

**Suggested Answer Key**

- A: Have you ever fallen asleep during a test?  
 B: Yes, it was last year when I fell asleep in a History test and I felt very embarrassed.  
 A: Oh dear!

A: Have you ever spilt a drink on someone?

B: Yes, it was last Saturday when I spilt a drink on someone and I felt very embarrassed.

A: How awful!

A: Have you ever got on the wrong train or bus?

B: Yes, it was last week when I got on the wrong bus and I felt very embarrassed.

A: Poor you!

A: Have you ever forgotten an appointment?

B: Yes, it was two weeks ago when I forgot a dentist's appointment and I felt very embarrassed.

A: That's terrible!

A: Have you ever torn your clothes?

B: Yes, it was two years ago when I tore my clothes on a branch and I felt very embarrassed.

A: Oh no!

A: Have you ever slipped and fallen down?

B: Yes, it was yesterday when I slipped and fell down and I felt very embarrassed.

A: I don't believe it!

A: Have you ever taken the wrong luggage?

B: Yes, it was last year when I took the wrong luggage and I felt very embarrassed.

A: Oh no!

A: Have you ever walked into a glass door?

B: Yes, it was last month when I walked into a glass door and I felt very embarrassed.

A: How awful!

A: Have you ever broken something in a shop?

B: Yes, it was 3 months ago when I broke something in a shop and I felt very embarrassed.

A: Oh dear!

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

- Ask various Ss to read out the first and last sentences in each paragraph in the text.
- Elicit Ss' guesses as to what the stories are about.

**Answer Key**

The first post is about someone going out with drawings all over her face. The second post is about someone falling into a swimming pool with their clothes on. The third post is about someone walking into a glass door. The fourth post is about someone sending an email to the wrong person.

3 **Aim** To read for lexico-grammatical structure

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

**Answer Key**

- 1 was babysitting (past continuous affirmative)
- 2 saw (past simple affirmative)
- 3 have never been (present perfect affirmative)
- 4 couldn't (past simple negative)
- 5 to go (full infinitive)
- 6 me (personal pronoun)

4 **Aim** To read for specific information

- Give Ss some time to read the text and answer the questions.
- Check Ss' answers around the class.

**Answer Key**

- |           |                       |
|-----------|-----------------------|
| 1 Melinda | 4 Moondust            |
| 2 Coolkid | 5 Tomask and Moondust |
| 3 Tomask  |                       |

**Aim** To consolidate information in a text and express an opinion

- Ss talk in pairs about the question in the rubric giving reasons for their opinions.
- Ask various pairs to share their opinions with the class.

**Suggested Answer Key**

A: I think running into a glass door is the most embarrassing. It must have looked very funny to other people.

B: Yes, but it hurt the person a lot. I think the most embarrassing experience was sending the email to the wrong person because it probably hurt the grandma's feelings a lot. etc

5 **Aim** To present phrasal verbs

- Check understanding of the form verb + particle.
- Read the meaning of the phrasal verbs aloud and give more examples on the board (if necessary).
- Allow Ss some time to complete the task. Remind Ss to complete the phrasal form in the correct form.
- Check Ss answers around the class.

**Answer Key**

- 1 ran after (past simple)
- 2 run out of (present simple)
- 3 ran away with (past simple)
- 4 ran into (past simple)

6 **Aim** To consolidate new vocabulary

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and then give them some time to complete the task.
- Check Ss' answers.

**Answer Key**

- |             |           |                  |
|-------------|-----------|------------------|
| 1 burst out | 3 slipped | 5 crashed, broke |
| 2 naughty   | 4 mistake | 6 fell asleep    |

7 **Aim** To give bad news and express sympathy

- Explain the task. Direct Ss to the embarrassing situations 1-12 on p.86 and go through the useful language box.
- Ask two Ss to model the example and then Ss talk in pairs and act out similar exchanges for the situations in Ex. 1.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

**Suggested Answer Key**

A: Guess what! I forgot my teacher's name this morning.

B: Oh dear!

A: You won't believe this, but I fell asleep during my Maths test this morning.

B: Oh no!

A: Do you know what I did? I spilt a drink on the headmaster yesterday.

B: How awful!

A: Guess what! I forgot my dentist's appointment today.

B: That's a shame!

A: You won't believe this, but I tore my clothes yesterday.

B: Poor you!

A: Do you know what I did? I slipped and fell down this morning.

B: Poor you!

A: Guess what! I took the wrong luggage the other day.

B: Oh no!

A: You won't believe this, but I walked into a glass door this morning.

B: How awful!

A: Do you know what I did? I broke something in a shop yesterday.

B: That's terrible!

A: Guess what! I thought someone was waving at me this morning!

B: Oh dear!

A: Do you know what I did? I ate something too spicy last night.

B: Oh dear!

8 **Aim** To listen for specific information

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

**Suggested Answer Key**

- |                  |                     |
|------------------|---------------------|
| 1 Jenny's friend | 4 fell into the CDs |
| 2 a toy car      | 5 laughing          |
| 3 on the floor   |                     |

9 **Aim** To write about an embarrassing situation

- Explain the task and give Ss some time to use the outline and their answers from Ex.8 to write about Jenny’s embarrassing situation from her point of view.
- Ask various Ss to read their piece of writing out to the class.

**Suggested Answer Key**

*Last week, I went shopping with my little brother, Sam. I wanted to buy a present for my friend. Sam wanted me to buy him a toy car, but I refused as I didn’t have enough money. He started playing with the CDs and putting them on the floor. I told him to pick them up, but he wouldn’t. I felt embarrassed. I tried to pick Sam up, but I slipped and fell into the CDs. On the way home Sam was laughing, but I didn’t think it was funny.*

**7d**

1 **Aim** To introduce situational language and identify stressed syllables

Play the recording with pauses for Ss to listen and repeat chorally or individually. Play the recording again and ask Ss to underline the stressed syllables in their books. Check Ss’ answers.

**Answer Key**

*What do you think of skydiving?  
No, I haven’t but I’d sure like to.  
Personally, I think it’s very dangerous.  
Oh I don’t think so.  
Good point but there’s a second parachute.  
I admit that would be great.  
I believe it’s just too risky.*

2 **Aim** To listen for specific information

Play the recording. Ss listen and read the dialogue to find out what the dialogue is about.

**Answer Key**

*They are talking about skydiving.*

3 **Aim** To learn synonymous phrases

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

**Answer Key**

*Do you like skydiving? – What do you think of skydiving?  
In my opinion, it’s dangerous. – I think it’s very dangerous. (give opinion)  
You’ve got a point there. – Good point. (agree with an opinion)  
I understand, however – I see what you mean, but ... (disagree with an opinion)*

*I couldn’t agree more. – Absolutely. (agree with an opinion)*

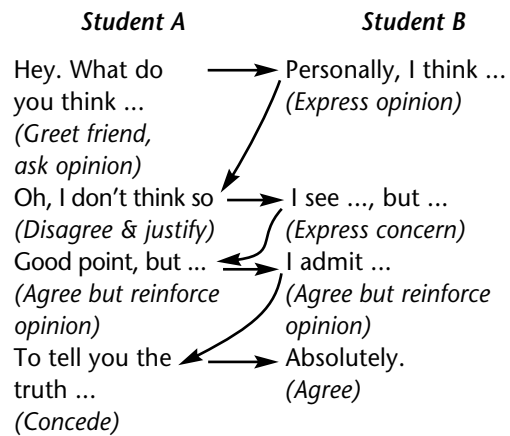
4 **Aim** To act out a dialogue

- Play the recording. Ss listen and then take roles and read out the dialogue in pairs.
- Remind Ss to pay attention to the rhythm of the conversation.
- Monitor the activity around the class and then ask some pairs to read out the dialogue in front of the class.
- Elicit the L1 equivalents for the sentences in Ex.1 from various Ss around the class.

*(Ss’ own answers)*

5 **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



**Suggested Answer Key**

*A: Hey Bill! What do you think of bungee jumping?  
B: Personally, I think it’s dangerous.  
A: Oh, I don’t think so. You have special safety equipment.  
B: I see what you mean, but what if something goes wrong?  
A: Good point, but there’s a second rope. For me it would be an amazing experience to fly through the air.  
B: I admit it would be great, but I believe it’s just too risky.  
A: To tell you the truth, it’s probably best to stay on the ground.  
B: Absolutely!*

**6** **Aim** Aim to pronounce /i:/, /ɪ/

- Play the recording. Ss listen and tick (✓) the correct boxes.
- Play the recording again with pauses for Ss to repeat either chorally or individually.
- Elicit other words with these sounds from various Ss around the class.

**Answer Key**

	/i:/	/ɪ/		/i:/	/ɪ/
cliff		✓	this		✓
feel	✓		he's	✓	
these	✓		visit		✓

**Suggested Answer Key**

/ɪ/ hit, did, pit

/i:/ ease, peas, please

**Across Cultures**

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

- Draw Ss' attention to the pictures and elicit the names of the animals (crabs, flamingo).
- Elicit what Ss know about them and why they might be amazing to see, then give Ss some time to read through the text and find out.

**Answer Key**

Red crabs in Australia are amazing to see when they race across busy roads and climb over walls to get to the beach to breed.

Flamingos in Kenya are amazing to see when millions of them make their nests on Lake Nakuru so that you can't even see the lake.

**2** **Aim** To read for lexico-grammatical structure

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

**Answer Key**

1 is (present simple affirmative)

2 them (personal pronoun)

3 volcanoes (noun- plural)

4 have created (present perfect affirmative)

5 named (past simple affirmative)

**3** **Aim** To consolidate information and new vocabulary from a text

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box, then give Ss time to formulate their answers to the questions in the rubric.
- Ss tell their partners, then ask various pairs to report back to the class.

**Suggested Answer Key**

I would choose to visit Christmas Island because I would like to see the **crabs race** to the beach to **breed**. I wonder what the **crab crossings** and **tunnels** look like./I would choose to visit Kronotsky Nature Reserve because I would like to see the mountains and volcanoes, as well as the brown bears! I think it would be awesome.

**4** **ICT** **Aim** To write a short text for a tourist website

- Ask Ss to look up information on the Internet or in encyclopaedias or other reference books about an amazing sight in their country.
- Give Ss time to write their texts or assign the task as HW.
- Ask various Ss to read out the texts to the class.

**Suggested Answer Key**

Tourists and nature lovers must definitely visit Semyachik volcano on the Kamchatka peninsula, in Russia to see a brilliant green-blue lake in the middle of the volcano. The lake is made of minerals which have changed the colour of the water over the years. Many hikers and tourists climb up to the top of this volcano to see this natural wonder!

**CLIL TIME: PSHE**

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

- Read out the definition and explain/ elicit the meanings of any unknown words.
- Direct Ss' attention to the pictures and read out the situations. Initiate a class discussion about shyness and how someone can overcome their shyness.

**Suggested Answer Key**

I sometimes feel shy when meeting new people. I sometimes feel shy when speaking in a group. Someone can overcome their shyness by trying harder to join in with activities and practising confidence building techniques.

## 2 Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Play the recording. Ss listen and check their answers.

### Answer Key

- 1 D (*friends/ practice eye contact etc./ feel more comfortable*)
- 2 B (*If you like sports, join a team. / If you love singing, join a choir.*)
- 3 E (*write down what you want to say first*)
- 4 C (*little by little*)
- 5 A (*You can too!*)



## To consolidate information in a text and give advice

- Explain the situation and ask Ss in pairs to take turns and give advice on how to overcome shyness.
- Monitor the activity around the class and then ask some pairs to report back to the class.

### Suggested Answer Key

*Don't be worried! Just think about what you want to say and write it all down first. You should also practise giving your presentation to your family or friends and then you will feel more confident.*

## Writing

### 1 To brainstorm for topic – related vocabulary

- Set a one-minute time limit and ask Ss to write down as many sports as they can think of.
- At the end of the activity, Ss compare with a partner. Ask some pairs to report back to the class.

### Suggested Answer Key

*Football, basketball, volleyball, karate, swimming, tennis, hockey, athletics, gymnastics, golf, badminton, cricket, baseball, etc*

### 2 To read for cohesion and coherence

- Direct Ss' attention to the pie charts and go through what each one represents. Read out the **Study Skills** box and explain/ elicit the meanings of any unknown words.
- Give Ss time to read the survey report and choose the correct words from the two-word options 1-7.

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

### Suggested Answer Key

- |         |                |          |
|---------|----------------|----------|
| 1 half  | 4 The majority | 7 No one |
| 2 Most  | 5 Most         |          |
| 3 a few | 6 Half         |          |

### 3 To conduct a survey and write a survey report

- Explain the task and tell Ss to survey ten of their classmates using the survey questions provided.
- Tell Ss to make a pie chart for the results of each survey question and then write their survey report.
- Give Ss time to complete their surveys and write their reports and remind them to follow the plan and use the vocabulary given.
- Check Ss' answers.

### Suggested Answer Key

#### Class Film Survey

*I asked ten people in my class four questions about films. Here are the results of my survey.*

**Most** of the people like going to the cinema, but **a few** of them prefer going to the theatre. **The majority** of the people prefer comedies, thirty per cent like action films and twenty per cent like drama. **Half** of the people have been to the cinema this month. **A few** of the people have been twice. Two people haven't been at all. **Most** of the people liked adventure films, but **some** of them didn't. **No one** liked jungle adventure films, but **everyone** liked disaster films.

## Exam Practice 7

### 1 Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words. There is one extra heading.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

### Answer Key

- 5 (*give some friendly advice/ a shoulder to cry on*)
- 3 (*After all blood is thicker than water.*)
- 1 (*do everything they say/ 'Yes, mum and dad were right after all'.*)
- 2 (*Being there during the fun is easy, but being there during the difficult moment is the real challenge.*)
- 4 (*Sometimes you are glad to see them and other times you're not. / Listen, learn and communicate; one day you will look back and say 'thank you Sir', 'thank you Miss'*)

# Module 8

## Places around us

<b>Topic</b>	
In this module Ss will explore the topics of city life and shopping.	
<b>Module page</b>	<b>93</b>
<b>Lesson objectives:</b> Overview of the module, to revise prepositions of place <b>Vocabulary:</b> Shops ( <i>bakery, florist's, chemist's, sports shop, optician's, post office, bookshop, bank, newsagent's, jeweller's, music shop, clothes shop, supermarket</i> )	
<b>8a</b>	<b>94-95</b>
<b>Lesson objectives:</b> To read for specific information and gist, to listen for specific information, to act out a dialogue, to write a paragraph comparing two places <b>Vocabulary:</b> Places in a city ( <i>library, street, playground, aquarium, school</i> ); Shops ( <i>café, butcher's, newsagent's, clothes shop, baker's, florist's, supermarket, jeweller's</i> ); Verb ( <i>serve</i> ); Nouns ( <i>trail, hiking, city walls, tower, bridge, shop</i> ); Adjectives ( <i>picturesque, tree-lined, cosy, cosmopolitan, trendy</i> ); Phrase ( <i>nature lover</i> )	
<b>8b</b>	<b>96-99</b>
<b>Lesson objectives:</b> To learn about countable and uncountable nouns and quantifiers, to learn partitives, to learn <i>a/an, some/any/every</i> & their compounds, to learn the passive and the reported speech <b>Vocabulary:</b> Partitives ( <i>slice, bag, can, jar, loaf, packet, carton</i> )	
<b>8c</b>	<b>100-101</b>
<b>Lesson objectives:</b> To read for specific information, to practice phrasal verbs: come, to listen for specific information, to express likes/dislikes, to talk and write about your shopping habits <b>Vocabulary:</b> Verb ( <i>develop</i> ); Nouns ( <i>cathedral, elevator, steel, living space, beam, sailor, mast, skyline</i> ); Phrase ( <i>the sky is the limit</i> )	

<b>8d</b>	<b>102</b>
<b>Lesson objectives:</b> Asking for/Giving directions <b>Vocabulary:</b> Sentences ( <i>Excuse me. Could you tell me how to get to the hospital? I'm sorry, what road was that? Thank you very much. On the right, did you say?</i> ); Asking for directions ( <i>Where's the ...? How do I get to ... ? Could you tell me how to get to ...?</i> ); Giving directions ( <i>Go up/down/past/through ... . It's on your right/left ... . Turn left/right ... . It's on the corner of ... . It's next to/near/opposite/between ... .</i> )	
<b>Across Cultures</b>	<b>103</b>
<b>Lesson objectives:</b> To read for specific information, to write about a popular market or shopping centre in your town/city, to practise word stress in multisyllabic words <b>Vocabulary:</b> Nouns ( <i>courtyard, fountain, spice, herb, selection, product, stall</i> ); Adjective ( <i>colourful</i> )	
<b>CLIL TIME: Citizenship</b>	<b>104</b>
<b>Lesson objectives:</b> To identify and match headings to paragraphs in a text, to give a presentation on ways to keep the planet clean <b>Vocabulary:</b> Verbs ( <i>wonder, clean up, reuse, recycle, pick up</i> ); Nouns ( <i>area, harmful gas, public transport, bin</i> ); Phrase ( <i>set an example</i> )	
<b>Writing</b>	<b>105</b>
<b>Lesson objectives:</b> To read and analyse a rubric, to read for cohesion and coherence, to write an email about a new house & neighbourhood <b>Vocabulary:</b> Verb ( <i>move house</i> ); Nouns ( <i>block of flats, view, balcony, neighbourhood</i> ); Adverb ( <i>nearby</i> )	
<b>Exam Practice 8</b>	<b>106</b>
<b>Lesson objectives:</b> To enable Ss to develop their Listening and Speaking skills by listening for specific information and by giving a two-minute talk about shopping malls, thus providing extra practice for the RNE exam.	

## ►► 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 topic list and stimulate a discussion to prompt Ss' interest in the module.

## Find the page numbers for

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

### Answer Key

*a street map (p. 93, 102)*

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

*signs (p. 95)*

*Can you see signs like these when you do the shopping? Do you think signs like these are important? Why (not)?*

*skyscrapers (p. 100)*

*What is a skyscraper? Are there skyscrapers in your town/ city?*

## 2 To revise/practise prepositions of place

- Revise prepositions of place with Ss and explain/ elicit the meanings of the ones presented through translation into Ss' L1 or by demonstrating them with objects in the classroom.
- Explain the task and read out the example. Then Ss ask and answer in pairs. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

### Suggested Answer Key

A: Excuse me. Where is the clothes shop?

B: It's on Apple Street next to the jeweller's.

A: Excuse me. Where is the optician's?

B: It's on Milton Street in front of the sports shop.

A: Excuse me. Where is the newsagent's?

B: It's on Apple Street behind the music shop.

A: Excuse me. Where is the music shop?

B: It's on Apple Street between the supermarket and the newsagent's.

A: Excuse me. Where's the bank?

B: It's on Harper Street opposite the jeweller's. etc

## 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. Ask various Ss to give the L1 equivalents.

(Ss' own answers)

- Elicit what sort of things we can buy in each shop and then ask various Ss around the class to say one thing for each shop. Encourage Ss to say different things and continue until all ideas have been exhausted.

### Suggested Answer Key

*You can buy bread at a bakery.*

*You can buy flowers at a florist's.*

*You can buy stamps at a post office.*

*You can buy foreign currency at a bank.*

*You can buy trousers at a clothes shop.*

*You can buy football boots at a sports shop.*

*You can buy glasses at an optician's.*

*You can buy books at a bookshop.*

*You can buy magazines at a newsagent's.*

*You can buy musical instruments at a music shop.*

*You can buy food at a supermarket.*

*You can buy a (gold) ring at a jeweller's.*

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

- Direct Ss' attention to the pictures and the title and allow them one minute to read the introduction. Elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and check their guesses.

**Answer Key**

Verona, USA is small and quiet. Verona, Italy is large and cosmopolitan.

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

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Alternatively, they can check the Word list at the back of their book.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 F – It is a small town in the USA.
- 2 T
- 3 T
- 4 NS
- 5 T
- 6 F – Thousands of tourists visit every summer.
- 7 F – Restaurants serve local and international dishes.
- 8 F – The nightlife there is exciting.

b) **Aim** To consolidate new vocabulary

Explain the task. Give Ss time to complete it, then check Ss' answers.

**Answer Key**

- |              |                |          |
|--------------|----------------|----------|
| 1 tree-lined | 4 cosy         | 7 nature |
| 2 clothes    | 5 cosmopolitan |          |
| 3 local      | 6 ancient      |          |

c) **Aim** To compare two places, personalise the topic and express your opinion

- Explain the task. Write the two locations on the board and ask various Ss around the class to offer comparisons and make notes about them under the headings (e.g. Verona, USA is quiet, but Verona, Italy is busy etc). Encourage Ss to make as many comparisons as possible.

- Then, allow Ss a few minutes to formulate their answers about which place they prefer and why and then ask various Ss to read out their sentences to the class.

**Suggested Answer Key**

Verona, USA is quiet, but Verona, Italy is busy. Verona, USA has a lot of parks and **tree-lined streets**, but Verona, Italy has a lot of towers, bridges and palaces. Verona, USA is for **nature lovers**, but Verona, Italy is a **cosmopolitan city**. Verona, USA is a modern city, but Verona, Italy has still got its **ancient city walls**. Both cities have nice **clothes shops** and **local restaurants**. Not many people live in Verona, USA, but a lot of people live in Verona, Italy and thousands of tourists visit every year. I would live in Verona, USA because I like quiet neighbourhoods. It would be nice to be close to nature./I would live in Verona, Italy because I like big cities. It would be nice to have an exciting lifestyle.

3 **Aim** To read for gist

- Ss read the signs and match them to the places they can be seen.
- Check Ss' answers. Ask Ss to say which words helped them decide.

**Answer Key**

- 1 C      2 A      3 D      4 E      5 B

4 **Aim** 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 h | 7 a |
| 2 f | 4 c | 6 e | 8 b |

5 **Aim** To listen for specific information

- Explain the task. Ask Ss to identify the places in the photographs.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

**Answer Key**

- |             |                |                |
|-------------|----------------|----------------|
| A butcher's | B clothes shop | C chemist's    |
| 1 butcher's | 2 chemist's    | 3 clothes shop |

6 **Aim** To act out a dialogue

- Explain the task and allow Ss some time to think of another shop and what they will say.
- Ss then act out their dialogues in closed pairs.
- Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.



**Suggested Answer Key**

A: Do you have these shoes in a size 6?  
 B: Yes, here you are.

7 a) **Aim** To present and practise linking words showing comparison and consolidate through translation

Ask three individual Ss to read out the sentences and then ask three others to translate them.

(Ss' own answers)

b) **Aim** To make notes and compare two places

- Explain the task and read out the example.
- Ss complete the task. Ask various Ss to read out their sentences.

**Suggested Answer Key**

There aren't any tall buildings in Verona, USA, **but** there are pretty houses with big gardens. Verona in Italy is an ancient city. **However**, it has a lot of trendy nightclubs and cafés. etc

8 **Aim** To write a short paragraph making comparisons

- Explain the task and brainstorm with Ss for ideas to help them complete the task if necessary. (e.g. size of town/city, what it's famous/well-known for, what there is to see and do there (historic buildings, shops, restaurants, nightclubs) etc
- Ss complete the paragraph. Check Ss' answers.

**Suggested Answer Key**

In my city there are lots of skyscrapers, whereas in Verona there aren't any skyscrapers. The streets are lined with houses which all have a garden. There aren't many parks, but there are a lot of shops and restaurants, just like Verona!

**8b**

1 **Aim** To present countable/uncountable nouns & quantifiers

- Ss' books closed. Explain that some nouns can be counted (e.g. egg, car, apple etc) and these are **countable** 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 and elicit the L1 equivalents for the examples. Then elicit examples from the text.

(Ss' own answers)

**Suggested Answer Key**

many neighbourhoods, a lot of parks, any tall buildings, some nice clothes, shops, a lot of restaurants

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

Explain the task and elicit answers from Ss around the class.

**Answer Key**

- |            |            |             |
|------------|------------|-------------|
| 1 some – U | 5 some – U | 9 some – U  |
| 2 some – U | 6 an – C   | 10 some – U |
| 3 some – U | 7 some – U | 11 some – U |
| 4 a – C    | 8 an – C   | 12 a – C    |

3 **Aim** To practise using quantifiers

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

**Answer Key**

- |            |               |        |
|------------|---------------|--------|
| 1 How much | 4 much        | 7 much |
| 2 a little | 5 much, a few |        |
| 3 Not much | 6 a few       |        |

4 **Aim** To present partitives

- Explain the task and read out the partitives in the list.
- Ss do the task.
- Play the recording for Ss to check their answers.

**Answer Key**

- |         |          |          |
|---------|----------|----------|
| 1 slice | 4 packet | 7 carton |
| 2 loaf  | 5 jar    |          |
| 3 bag   | 6 can    |          |

5 **Aim** To present a/an, and some/any/every and their compounds

Go through the table with Ss and elicit the L1 equivalents for the examples.

(Ss' own answers)

6 **Aim** To practise a/an and some/any

- Explain the task.
- Ss do the task in closed pairs. Check Ss' answers.

**Answer Key**

- |          |        |        |       |
|----------|--------|--------|-------|
| A 1 some | 2 some | 3 a    | 4 any |
| B 1 a    | 2 some | 3 An   |       |
| C 1 any  | 2 any  | 3 some |       |

7 **Aim** To practise some/every/any and their compounds

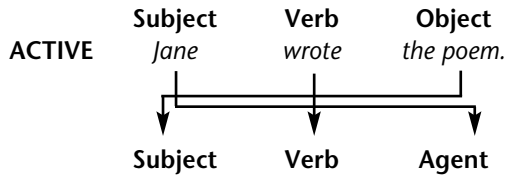
Explain the task. Ss complete the task. Check Ss' answers.

**Answer Key**

- |              |            |            |
|--------------|------------|------------|
| 1 Everything | 3 every    | 5 everyone |
| 2 something  | 4 Everyone | 6 anything |

**8** **Aim** To present the passive

- Write on the board:



**PASSIVE** *The poem was written by Jane.*  
 Explain how we form the passive voice (the verb 'to be' + past participle of the main verb).

- Ask Ss to look at the sentence in the passive. Ask Ss: *What happens to the subject in the active voice?* (It becomes the agent in the passive voice.) Ask: *What happens to the object of the active voice?* (It becomes the subject.)
- Explain that we use the passive to talk about actions when the person who does the action is unknown, unimportant or obvious from the context; when the action is more important than the person who does it; in formal situations (e.g. on signs, etc).
- Go through the different tense forms of the passive and read out the examples.
- Explain how we turn an active sentence into a passive one using the example in the table.
- Elicit all the passive forms in the text on p. 94 and write them on the board.

**Answer Key**

*was built, is home to, is situated*

**9** **Aim** To practise *by* and *with*

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

**Answer Key**

1 *with*                      3 *with*                      5 *with*  
 2 *by*                              4 *by*                              6 *by*

**10** **Aim** To practise the passive voice

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

**Answer Key**

1 *My house was robbed last week.*  
 2 *Five new hospitals are being opened by the new government.*  
 3 *London is visited by millions of people every year.*  
 4 *It can be sent back to the shop if it is faulty.*  
 5 *The construction of the skyscraper will be finished next month.*

- 6 *The assignments have been handed by the teacher.*  
 7 *The letters had been delivered by the postman by the time he went on his lunch break.*

**11** **Aim** To practise *say* and *tell*

- Go through the theory box with Ss.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

1 *said*    2 *told*    3 *said*    4 *told*    5 *said*

**12** **Aim** To present reported speech

- Read the theory box and the examples aloud.
- Explain that we use reported speech to talk about what sb said without using the actual words.
- Elicit the tense changes from direct speech to reported speech from various Ss.

**Answer Key**

*We change the tenses in direct speech to reported speech as follows:*

*present simple – past simple*  
*present continuous – past continuous*  
*will – would*  
*past simple – past perfect*  
*present perfect – past perfect*

*We also change some other words and time expressions:*

*now – then*  
*today – that day*  
*tomorrow – the next day*  
*yesterday – the day before*  
*next week – the following week*  
*ago – before*  
*this/these – that/those*  
*come – go*

**13** **Aim** To practise reported statements

- Explain the task and read aloud the example.
- Give Ss time to complete it in closed pairs.
- Check Ss' answers round the class.

**Answer Key**

2 *He said (that) he went to football practice every Monday and Friday.*  
 3 *Lindy said (that) they had gone to the ancient city of Verona two years before.*  
 4 *Keith said (that) Susan's friends would probably get some flowers for her birthday the following day.*  
 5 *He told me (that) his sister was travelling to New York that summer.*  
 6 *Jenny said that they had made a wooden toy for Roger.*

14 a) **Aim** To present reported questions

- Go through the theory table and read the examples aloud.
- Explain/Elicit that when the direct question starts with a question word, we begin the reported question with the same question word; when the direct question starts with a modal or auxiliary verb then the reported question begins with *if* or *whether*; when the direct question is a yes/no question then the reported question begins with *if* or *whether*.

**Answer Key**

When the direct question starts with a question word, we begin the reported question with the same question word. When the direct question starts with a modal or auxiliary verb then the reported question begins with *if* or *whether*. When the direct question is a yes/no question then the reported question begins with *if* or *whether*.

b) **Aim** To practice reported questions

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

**Answer Key**

- 1 He asked how much that was.
- 2 They asked if/whether they could camp there.
- 3 Irene asked what the price included.
- 4 He asked if/whether they were flying that night.
- 5 She asked if/whether they had eaten out.
- 6 I asked when the shops opened.

15 a) **Aim** To present reported orders/requests

- Ask various Ss to read out the examples and then explain/elicite how we report orders/requests.

**Answer Key**

We report orders/requests with **tell+sb+(not) to – infinitive**  
We report requests with **ask+sb+(not) to – infinitive**

b) **Aim** To practice reported orders/requests

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

**Answer Key**

- 1 The bus driver told us not to eat on the bus.
- 2 Chris asked Stuart to open the window.
- 3 The teacher told the class not to make so much noise.
- 4 The mother told her son to be quiet.

16 **Aim** To present and practice indirect questions

- Read out the theory box. Focus Ss' attention on the examples.

- Point out the word order in indirect questions (e.g. *subject+verb*).
- Explain the task and read out the example.
- Give Ss time to complete the task and then elicit answers to check. Point out that there are a number of possible answers.

**Answer Key**

- 2 I'd like to know how much this is.
- 3 Can you tell me who that lady is?
- 4 I'd like to see you ticket.
- 5 Do you know if/whether there is a post office nearby?
- 6 I wonder if the journey took long.

17 **Aim** To practice using reporting verbs

- Read out the theory box.
- Explain the task and give Ss time to complete it and then elicit answers from various Ss around the class.

**Answer Key**

- 1 He apologized for being late.
- 2 He promised to lend me his bike.
- 3 She refused to come with me.
- 4 Ben advised me to ask for a refund.
- 5 She suggested going to the new aquarium.
- 6 She complained that the music was too loud.
- 7 She invited Irene to come to the festival.

**8c**

1 **Aim** To introduce the topic

- Play the recording and tell Ss to imagine they are in one of the tall buildings in the pictures.
- Ask various Ss around the class to say how they feel.

**Suggested Answer Key**

*I can see other tall buildings below me, but all around I can see only the sky and some clouds. I feel scared to be so high up./I feel excited. It's like I'm on top of the world.*

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

- Elicit what, if anything, Ss know about skyscrapers, and where the term came from.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

*Skyscrapers are tall buildings made from steel. The word 'skyscraper' comes from the name sailors gave to the tallest mast on a ship.*

**Background information**

The **ancient Egyptians** were an advanced civilisation that began around 3150 BC and lasted until around 31 BC. They were very good at building, especially monuments, temples and pyramids. They were also advanced in language and maths. They had their own system of writing called hieroglyphics.

The **Pyramids** were built by the ancient Egyptians as tombs for their kings. They can still be seen today. The most famous ones are those at Giza and the biggest one is the Pyramid of Khufu which was also one of the seven wonders of the ancient world. The **Middle Ages** is a period in European history which covers the years from the 5<sup>th</sup> century to the 16<sup>th</sup> century.

**Elisha Otis** was born on 3<sup>rd</sup> August 1811 in Vermont, USA. He invented the safety elevator in 1852 and the first passenger elevator in 1857. His inventions meant that people could build skyscrapers. The Otis Elevator Company is the largest elevator company in the world today.

The **Mohawk Indians** are Native Americans from America and Canada. Their name means 'people of the flint'. They used flint stone for arrowheads. There are over 78,000 Mohawk today who live in New York State, along the St Lawrence River and in southern Ontario.

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

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box, then allow Ss some time to read the text and answer the questions. Read out the **Did you know?** box.
- Check Ss' answers around the class.

**Answer Key**

- 1 Bricks weren't strong enough and they didn't have steel or elevators.
- 2 From the 1880s.
- 3 People could get to the top easily and safely.
- 4 They needed living space and offices.
- 5 Because many ex-sailors worked on them and it is their word for the tallest mast on a ship.
- 6 One floor a day.
- 7 Dubai Tower is like a city itself with theme parks, hotels, cinemas and a shopping mall with over 1,200 stores.

b) **Aim** To consolidate information in a text

Ask various Ss around the class to say what impressed them from the text.

**Suggested Answer Key**

*I was impressed that the lift/elevator was invented in 1852.*

*I was impressed that ex-sailors and Mohawk Indians built the skyscrapers.*

*I was impressed that today there is a building with 1,200 stores.*



**To describe an imaginary scene**

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

**Suggested Answer Key**

*I am hundreds of feet above the city and the sky is blue and the air is clear. I am not afraid and I am enjoying the great view.*



**To consolidate new vocabulary**

Explain the task and give Ss time to complete the gaps, then check Ss' answers.

**Answer Key**

- |             |              |           |
|-------------|--------------|-----------|
| 1 elevators | 4 masts      | 7 skyline |
| 2 steel     | 5 skyscraper | 8 brick   |
| 3 living    | 6 beams      |           |



**To present phrasal verbs**

- Check understanding of the form verb + particle.
- Elicit/Explain the meaning of the phrasal verbs by giving more examples on the board (if necessary).
- Allow Ss some time to complete the task.
- Check Ss answers around the class.

**Answer Key**

- 1 across    2 up    3 down    4 round



**To listen for specific information**

- Explain the task and play the recording. Ss listen and choose the correct answers.
- Check Ss' answers around the class.

**Answer Key**

- |                         |              |
|-------------------------|--------------|
| 1 baseball cap          | 4 3030 BC    |
| 2 £15                   | 5 in an hour |
| 3 electrical department |              |



**To express your likes and dislikes**

- Read the Note box and the examples. Elicit further examples from Ss.
- Go through the phrases and the activities in the boxes and read out the examples, then allow Ss some time to complete the task.
- Check Ss' answers around the class.

**Suggested Answer Key**

- I love playing football.*
- I hate eating out.*
- I want to go to the pool.*
- I enjoy going to the cinema.*
- I like buying books.*
- I don't like visiting the theme park.*
- I don't mind going shopping.*

**8 Aim To talk about your shopping habits**

- Explain the task and allow Ss some time to ask and answer the questions in pairs.
- Check Ss' answers by asking various pairs to ask and answer in front of the class or by asking one S from each pair to report back to the class on their partner's habits.

**Suggested Answer Key**

- 1 *I go shopping twice a week.*
- 2 *I go shopping in the city centre and at the shopping centre.*
- 3 *I sometimes go with my mum, but usually I go with my friends.*
- 4 *Yes. I get £5 a week pocket money.*
- 5 *I spend it on CDs and magazines.*
- 6 *My favourite shop is HMV. It is a music shop. I like it because I like music and it has all the latest CDs.*

**9 Aim To complete a paragraph about your shopping habits**

- Explain the task and allow Ss some time to complete it. Point out Ss can use their answers to Ex. 7.
- Ask various Ss around the class to read out their answers to the rest of the class.

**Suggested Answer Key**

*I go shopping about twice a week. I usually go to the shopping centre and I go with my friends. I get £5 pocket money every week. I usually spend it on magazines and CDs. My favourite shop is HMV. I like it because it has all the latest CDs.*

**8d**

**1 Aim To present situational language and practise pronunciation and intonation**

- Play the recording with pauses for Ss to repeat chorally or individually.
- Repeat if necessary, then elicit which syllables are stressed.

**Answer Key**

- Excuse me.*
- Could you tell me how to get to the hospital?*
- I'm sorry, what road was that?*
- Thank you very much.*
- On the right, did you say?*

**2 Aim To identify the context of a dialogue, listen and read for specific information and consolidate situational language through translation**

- Explain the task and read out the question.
- Play the recording. Ss listen and follow the dialogue in their books and find out the answer.

**Answer Key**

*John wants to go to the hospital.*

- Elicit the L1 equivalents for the sentences in Ex. 1. from various Ss around the class.

*(Ss' own answers)*

**3 Aim To read for specific information**

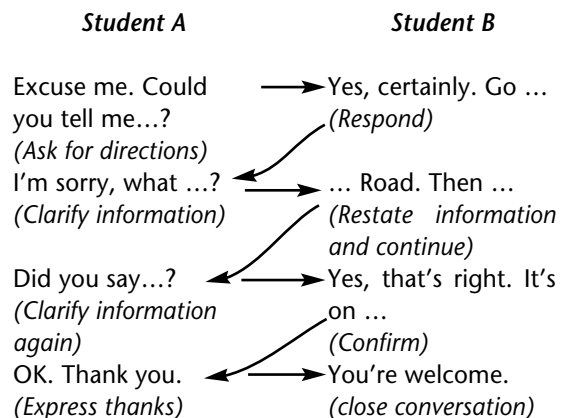
Allow Ss time to read the dialogue again and answer the question in the rubric.

**Answer Key**

*John is in Kingswell Street.*

**4 Aim To practise role-playing and act out dialogues asking for and giving directions**

- Ask Ss to work in pairs and take roles and act out dialogues.
- Remind Ss that they can use the dialogue in Ex. 3 as a model as well as any ideas from the useful language boxes to help them 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**

**The hospital to the post office**

- A: *Excuse me. Could you tell me how to get to the post office?*
- B: *Yes, certainly. Go up Eaton Road and turn right onto Marple Crescent.*

- A: I'm sorry, what road was that?  
 B: Marple Crescent. The post office is behind the square.  
 A: Behind the square, did you say?  
 B: Yes, that's right. It's on the corner of Green Road.  
 A: OK. Thank you very much.  
 B: You're welcome.

**The park to the café**

- A: Excuse me. How do I get to the café?  
 B: Turn right onto Eaton Road.  
 A: I'm sorry, what road was that?  
 B: Eaton Road. Then take the second road on the right.  
 A: The second road, did you say?  
 B: Yes. The café is opposite the fast food restaurant.  
 A: OK. Thank you very much.  
 B: You're welcome.

**The car park to the library**

- A: Excuse me. Where's the library?  
 B: Go across Kingswell Street and onto Green Road.  
 A: I'm sorry, what road was that?  
 B: Green Road. Then the library is behind the square in Marple Crescent.  
 A: Behind the square, did you say?  
 B: Yes, that's right.  
 A: OK. Thank you very much.  
 B: You're welcome.

**The police station to the café**

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

**Across Cultures**

1 a) **Aim** To introduce the topic

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

(Ss' own answers)

b) **Aim** To describe pictures and predict the content of a text

- Direct Ss' attention to the pictures and ask various Ss around the class to describe them.
- Elicit how many Ss have been to a street market.
- 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 which market.

**Suggested Answer Key**

The market at the top of the page is indoors. There are two levels and lots of stalls. I can see fruit and vegetables downstairs and it looks like a café upstairs. I think you can find fresh fruit and vegetables, cheese and fish here. The market at the bottom of the page has a lot of fruits and vegetables. It seems quite exotic. I think it is indoors too. I think you can find spices, herbs, meat and sweets here.

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

**Answer Key**

**Dorogomilovsky Market** – bread, meat, spices, herbs, flowers, sweets

**The English Market** – fresh fruit, vegetables, meat, fish

2 **Aim** To consolidate new vocabulary

- Read out the example.
- Allow Ss some time to fill the gaps and make sentences.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box, then check Ss' answers.

**Answer Key**

2 selection 3 fresh 4 meeting 5 local

**Suggested Answer Key**

- 2 There is a huge **selection of sweets** at the Spice Market.
- 3 You can buy **fresh fruit** at the English Market.
- 4 The English Market is a popular **meeting place**.
- 5 **Local people** and tourists visit these markets.

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

- Explain the task. Refer Ss to the Internet, encyclopaedias 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.

**Suggested Answer Key**

**Danilovsky Market**

This popular farmer's market is in Moscow. It is a very colourful market. It sells a wide range of fresh products, dried fruits and nuts, meat, fish and spices. There is also a great choice of ethnic food that you can eat there in one of the many small cafes. It is open from 8 am – 8 pm every day.

4 **Aim** To learn the intonation for multisyllabic words

- Explain that in multisyllabic words sometimes more than one syllable is stressed.
- Play the recording. Ss listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit how many syllables each word has.

**Answer Key**

- |                |               |               |
|----------------|---------------|---------------|
| tropical – 3   | balconies – 3 | expensive – 3 |
| souvenirs – 3  | tradition – 3 | selection – 3 |
| vegetables – 3 | together – 3  |               |
| popular – 3    | exciting – 3  |               |

**CLIL TIME: Citizenship**

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

- Draw Ss' attention to the pictures and elicit which ones show the actions given in the rubric. Elicit Ss' guesses as to how the pictures can be related to the text.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

**Answer Key**

- A some people cleaning the road  
 B someone putting rubbish in a recycling bin  
 C someone planting a tree

**Suggested Answer Key**

The pictures are related to the text because the text is about how to help our planet by cleaning up rubbish, recycling and planting trees.

**2 Aim** Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

**Answer Key**

- 1 C (reuse it, recycle it)  
 2 A (organize a clean-up day in your neighbourhood)  
 3 E (plant flowers and trees)  
 4 D (cars give out harmful gases/ use your bicycle or public transport)  
 5 B (If people see you doing this, they might do it too.)

**3 ICT Aim** To collect information related to the topic and present it to the class

- Explain the task and ask Ss to work in groups and look up information on the Internet using the key phrase in the search bar or in encyclopaedias or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them.
- Allow Ss some time to complete the task and then ask various groups of Ss to give their presentation to the class.

**Suggested Answer Key**

We should buy products with less packaging so we create less rubbish. We should use environmentally-friendly cleaning products so we create less pollution. We should use less energy by switching off electrical items when not in use. We should use recycled products and reusable shopping bags to save the planet's resources.

**Writing**

**1 Aim** Understanding a rubric and planning the content of an email

- Read the rubric with Ss and allow them some time to find the key words and underline important information (i.e. who is writing to who, how long the letter should be, what information should be included)
- Elicit the questions from the rubric and write them on the board.
- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

**Key words:** finished moving/ what is your new house and neighbourhood like/ like the people there

The email answers the questions: 'Have you finished moving?' We finally moved into our new home on Monday. 'What's your new house and neighbourhood like?' It is on the third floor of a five-storey block of flats. It's got a ..... isn't a cinema. 'Do you like the people there?' Everyone here is friendly/ I've got some new friends.

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

- Direct Ss' attention to the sentences A-D and then ask Ss to use them to fill the gaps 1-4. Check Ss' answers.
- Then ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

**Answer Key**

- 1 C      2 A      3 D      4 B

**3 Aim** To brainstorm for ideas and write about your neighbourhood

- 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).
- Explain the task and allow Ss some time to brainstorm for ideas and complete the sentences.
- Check Ss' answers around the class.

**Suggested Answer Key**

- 1 I live in a flat.  
 2 My neighbourhood is busy and noisy.  
 3 It has a beautiful park.  
 4 There are a lot of shops and cafés nearby.  
 5 There isn't a cinema in my neighbourhood.

- 6 *The people here are very friendly.*
- 7 *I really like my neighbourhood because it is a nice place to live with everything we need nearby.*

4 **Aim** To write an email about your neighbourhood

- Allow Ss time to complete the task in class. Remind Ss to use their answers to Ex. 3 to help them and the text in Ex. 2 as a model. Ask various Ss to read out their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Hi Keith,

How are you? Sorry I didn't write earlier, but we were busy moving house. We finally moved into our new house on Wednesday.

Our new flat is really nice and bigger than the old one. It's on the 5th floor of a block of flats. It consists of four bedrooms, a living room, a bathroom and a kitchen. My favourite room is the living room because it is decorated with beautiful pictures on the walls.

The neighbourhood is nice too. It has a beautiful park. There are a lot of shops and cafes nearby, although there isn't a cinema. I really like the neighbourhood and the people here are really friendly.

Anyway, I've got to go now. Please write back soon.

Yours,

John

## Exam Practice 8

1 **Aim** To prepare for the task

- Ss read the statements and the underlined key words. Then they read sentences A-C. Elicit/explain any unknown vocabulary.
- Remind Ss to focus on why the speaker is talking (to describe sth, explain sth or to give some other kind of information).
- Allow some time for Ss to complete the task.
- Ss compare their answers with a partner.
- Check answers with class. Elicit the words that helped them decide

**Answer Key**

- 1 C (talks about his/her favourite shop= best place ever)
- 2 A (describes a product= it has got a great camera and I can use it to Surf the Net too)
- 3 B (explains why he/she bought an item= it was on special offer)

2 **Aim** To listen for specific information

- Ss read the rubric and the statements. Remind students that they can use each statement once and that there is an extra statement.

- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

**Answer Key**

- A 2                      B 1                      C 3

3 **Aim** To practice word formation

- Ss read the text quickly to understand the general meaning.
- Allow Ss some time to read the text again and fill in the gaps with the correct derivatives of the words in the brackets. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Invite Ss to read out their answers in class and check.

**Answer Key**

- 1 children (noun – plural)
- 2 uncommon (adjective)
- 3 enjoyment (noun)
- 4 usually (adverb)
- 5 something (indefinite pronoun)

4 **Aim** To give a two-minute talk about shopping malls

- Direct Ss to the prompts and check that they understand what they will talk about. Remind Ss that they must not talk for more than two minutes.
- Give Ss a minute and a half to prepare.
- Ss take turns giving their talks in front of the class.

**Suggested Answer Key**

*There are a number of reasons why people visit shopping malls. For one thing, malls are very convenient places to shop because they are mostly indoors so people can shop there despite bad weather conditions. They provide shoppers with a variety of different shops as well as entertainment centres that provide amusement. Nowadays, people can go to the cinema, or arcade centres and have a good time with their family and friends. Also, hungry shoppers can go to the food courts or restaurants to grab a bite to eat.*

*Local shops find it more difficult to get business compared to malls because they don't have the variety of products that can be found in large shopping malls. Local shops might also be more expensive and might not offer as many products on sale. So, more and more people prefer to shop at malls instead for the variety and entertainment.*

*The best mall I've ever visited is Aviapark in Moscow. It is the biggest shopping mall in Europe. It has got many restaurants, cinemas and many shops. It also has an aquarium filled with tropical fish which I visited. But the best part is the ice-skating rink! My friends and I had great fun shopping and ice skating at the mall.*



## 1 Lake Turgoyak

### 1 To introduce the topic and predict the content of the text

- Elicit what Ss know about the Lake Turgoyak. Ask the questions in the rubric and elicit Ss' guesses.
- Ss read the text in their books and check if their guesses were correct.

#### **Suggested Answer Key**

*Lake Turgoyak is near Miass, a factory town in the Chelyabinsk region of Russia. The lake reaches a depth of 34m./The lake is 34m deep.*

### 2 To read for specific information

- Allow Ss some time to read the text and the statements. Elicit/explain any unknown vocabulary.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements

#### **Answer Key**

A F (*Lake Turgoyak has perfectly clear drinking water.*)

2 T

3 T

4 NS

5 F (*It is a popular holiday spot with many restaurants and cafes nearby.*)

### 3 To consolidate information in a text

Read the rubric aloud and elicit answers from various Ss around the class.

#### **Suggested Answer Key**

1 *Lake Turgoyak is one of the cleanest lakes in the world.*

2 *Tourists can go swimming in the lake during the summer months.*

3 *During the winter, the lake becomes completely frozen so the tourists can walk across it to reach its islands.*

4 *The lake has become a popular holiday spot with restaurants and cafés nearby.*

## Project

### To write about another lake in Russia

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about another lake in Russia.
- Ask various groups to read their paragraphs to the class.

#### **Suggested Answer Key**

*Lake Lagoda is a large lake in the northwest of Russia, close to the city of St Petersburg. It is the largest lake in Europe and the fifteenth largest freshwater lake in the world.*

*Lake Lagoda's maximum length is 219 kilometres, and its maximum width is 138 kilometres. Lake Lagoda isn't just very large, it's also very deep. The average depth is 51 metres and the maximum depth is an incredible 230 metres deep!*

*Lake Lagoda is home to lots of wildlife, with forty-eight different kinds of fish, including endangered species such as the European sea sturgeon and the Ladoga seal. It's also the site of Nizhnesvirsky Natural Reserve, and the surrounding landscape is very beautiful.*

*Tourists can visit several historical sites on the shores of the lake, such as Oreshek Fortress and the Valaam Monastery. Lagoda is a really amazing place with lot to see.*

## 2 St. Petersburg

### 1 To introduce the topic and stimulate interest in the text

- Draw Ss attention to the picture.
- Elicit if Ss recognise the place in the photo and what they know about Saint Petersburg.
- Ss read the text in their books to find out more information.

#### **Suggested Answer Key**

*Tourists can see the numerous canals of St. Petersburg and its beautiful architecture, which includes 18th and 19th century buildings. They can also visit lots of museums, libraries, theatres, concert halls and art galleries. Tourists can go to several festivals and art competitions that take place there every year, too.*

### 2 Identifying headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words. There is one extra heading.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

- Check Ss answers.

**Answer Key**

- A 4 (founded it in 1703.../was the Russian capital/ it is the most westernized city in Russia and is the country's cultural capital)
- B 1 (business centre/ earns a good income)
- C 6 (18th and 19th century buildings and numerous museums, libraries. Theatres, concert halls and art galleries/ festivals and art competitions)
- D 5 (The newest movements in popular music and film in Russia often begin in Saint Petersburg.)
- E 3 (Public transport in Saint Petersburg is excellent. Its trains, trams, trolleybuses, and buses will get you everywhere you want to go! The Saint Petersburg metro is the best way to get around.)

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

Read the rubric aloud and elicit answers from various Ss around the class.


**Suggested Answer Key**

*I think St. Petersburg is a great city because it has a lot of beautiful things to see and lots of exciting things to do. The canals and the architecture are very picturesque and tourists can have the chance to visit several museums, libraries, theatres, concert halls and art galleries. This way they can learn about the history and culture of St. Petersburg, which is very interesting.*

*There are also lots of festivals and entertaining events which take place every year and attract lots of visitors. Its business centre is also something which makes St. Petersburg an important city. St. Petersburg makes a lot of money from its technology, research and development facilities.*

*The public transport in St. Petersburg is fantastic! It is the easiest and cheapest way of getting anywhere you want to go around the city.*

**Project**

 **To write about another important city in Russia**

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about another important city in Russia.
- Ask various groups to read their paragraphs to the class.


**Suggested Answer Key**

*Moscow is the capital city of Russia, and the largest on the European continent. It's an amazing place full of history, culture and art. People have lived in Moscow since the 12th century, with the first mention of the city coming from 1147.*

*Like many other capitals in the world, Moscow is situated on a large river called the Moskva River. You can find lots of wonderful buildings in Moscow, such as Saint Basil's Cathedral, which is famous all over the world for its colourful domes. Moscow is also home to the Kremlin, the Red Square, the Pushkin Museum of Fine Arts, and the Bolshoi Theatre.*

*With so much to offer and so many things to do the city is a major tourist attraction.*


**3 Old New Year**

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

- Elicit what Ss know about 'Stary Novy God'. Ask the questions in the rubric and elicit Ss' guesses.
- Ss read the text in their books and check if their guesses were correct.

**Suggested Answer Key**

*Stary Novy God, is a celebration that takes place in Russia on January 14<sup>th</sup>, two weeks after New Year's Day. Stary Novy God is like a second New Year celebration, which is why it is called the Old New Year, as the new New Year is the first official celebration of the arrival of the New Year. On Stary Novy God, people celebrate with their families at home, eat plenty of food and sing carols. Other people go for a meal with colleagues or friends after work, if the holiday falls on a weekday. Just like the New New Year, people like to set off fireworks.*

**2**  **Identifying headings of paragraphs in a text**

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words. There is one extra heading.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

**Answer Key**

- A 1 (There are two New Years. / The Old New Year takes place around two weeks after the New New Year.)
- B 6 (Pope Gregory XIII introduced the Gregorian calendar in 1582. /Both Protestant and Orthodox Christians refused to use the new Gregorian calendar, and although Protestant churches agreed to use it in the end, the Orthodox Church never did.)
- C 3 (It is often a family occasion, with large gatherings at the home. / Other people go for meals with colleagues or groups of friends.)
- D 5 (Salads, thick with mayonnaise and proteins, are popular at this time of year. / Another custom is to make dumplings.)

E 4 (It is not only Russia that celebrates the Old New Year, but many of the countries surrounding it too, as well as any Orthodox Christian countries and communities worldwide.)


3   To consolidate information in a text

Read the rubric aloud and elicit answers from various Ss around the class.

**Suggested Answer Key**

*On Old New Year I celebrate Stary Novy God with my family. We have a really big gathering at home and everybody comes. There's lots of delicious food, like tasty salads, potatoes and cakes. At midnight, we all go outside, just like New New Year, and set off lots of fireworks to welcome the New Year.*

**Project**


 To write about another celebration in Russia

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about another celebration in Russia.
- Ask various groups to read their paragraphs to the class.

**Suggested Answer Key**

*Maslenitsa is a very old Russian holiday that goes back to ancient times. It happens every year on the eighth week before Easter, either in February or March. People in Russia first started to celebrate Maslenitsa around the 2nd century, and is linked to the ancient sun god Volos. Maslenitsa is a celebration of the end of winter and the start of spring, and people make blini, special thin pancakes. There is lots of singing and dancing and it's a very fun festival with lots of social activities. Children also play lots of games in the snow, such as snowball fights, sleigh rides, and sledding. Sometimes a large figure of the Lady Maslenitsa is burned on large bonfires.*


## 4 Anton Chekhov

1  To introduce the topic and stimulate interest in the text

- Draw Ss attention to the picture.
- Elicit if Ss recognise the person in the statue.
- Read the rubric aloud and elicit what Ss know about Anton Chekov.
- Ss read the text in their books to find out.

**Suggested Answer Key**

*Anton Chekhov was a Russian doctor, but he was also a famous author. He is among one of the greatest writers of short stories and plays in history. His four famous plays are: **The Seagull, Uncle Vanya, The Three Sisters, and The Cherry Orchard.***

2  To read for specific information

- Allow Ss some time to read the text and the statements. Elicit/explain any unknown vocabulary.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

**Answer Key**

- 1 T
- 2 NS
- 3 T
- 4 F (*Chekhov began practicing medicine in 1884 but it brought him little money, as he treated the poor free of charge.*)
- 5 F (*Anton wrote serious works of fiction under his own name about everyday life. He also wrote short comic pieces for local magazines under the pen name of Antosha Chekhonte.*)


3   To consolidate information in a text

Read the rubric aloud and elicit answers from various Ss around the class.

**Suggested Answer Key**

*In Chekhov's time, life was difficult in Russia. There were many poor people and his family was also struggling financially. For this reason, as a medical student, Chekhov had to support his family with the money he made from his writing. Chekhov was also a practicing doctor after he finished medical school and because his patients didn't have enough money to pay him, he would treat them free of charge.*

**Project**

 To write about another famous Russian author/playwright

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about another famous Russian author/playwright.
- Ask various groups to read their paragraphs to the class.

**Suggested Answer Key**

*Fyodor Dostoyevsky was a Russian novelist, short story writer, essay writer, journalist and philosopher. He was born in Moscow in 1821 and learned about literature from a young age through fairy tales, legends, and books from Russian and foreign authors.*

*At the age of 15, he left school to attend the Nikolayev Military Engineering Institution. After graduating, he led a good life working as an engineer and making extra money by translating books. In the mid-1840s, he wrote his first novel, *Poor Folk*, which became a huge success nationwide, and *A Writer's Diary*, which was a collection of all his writings. In the following years, he also worked as a journalist, publishing and editing several magazines of his own. Other major works include, *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*.*

*Dostoyevsky became one of the most widely read Russian authors and influenced a number of other writers, including Anton Chekhov and Ernest Hemingway.*

*His books have been translated into more than 170 languages.*

## Fun Time 1

### 1 To consolidate vocabulary from the module

Read out the riddles one at a time and elicit answers from Ss around the class.

#### Answer Key

- |                        |                    |
|------------------------|--------------------|
| 1 vet                  | 5 cashier          |
| 2 firefighter          | 6 lawyer           |
| 3 magician's assistant | 7 surgeon          |
| 4 mechanic             | 8 flight attendant |

### 2 To test and consolidate information learnt in the module/to do a quiz

- 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 figure skating
- 2 3.00 pm
- 3 You can put on weight.
- 4 baseball; nine
- 5 technical elements such as jumps, spins, lifts and throws

**Game:** Ss play the game as described in the S's Book. Each correct answer gets a point. The team with the most points is the winner.

### 3 To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions and compile their quiz.
- Ss can exchange their quiz with another pair and do it and report back to the class.

#### Suggested Answer Key

- 1 What is one advantage of being a magician's assistant? (travel a lot)
- 2 Name three free-time activities. (surf the Net, watch TV, play sports)
- 3 How many players are there in a baseball team? (9)
- 4 How many teams are there in a match? (2)
- 5 Name three public facilities a town can have. (a park, a sports centre, a library)

### 4 To listen for specific information

- Play the recording. Ss listen and say which jobs the singer mentions.
- Check Ss' answers.

#### Answer Key

architect, actress, musician, comedian

## Fun Time 2

### 1 To consolidate vocabulary from the module

- Explain the task and set a time limit of 5 minutes for Ss to complete it. Tell Ss they may look back through the module to help them if they need to.
- Check Ss' answers.

#### Answer Key

- |                |                   |
|----------------|-------------------|
| 1 Marie Curie  | 4 Pocahontas      |
| 2 the Romans   | 5 Abraham Lincoln |
| 3 Finn MacCool |                   |

### 2 To test knowledge learnt in this module/to do a quiz

- Explain the task. Allow Ss some time to read the questions and decide on the answer to each question.
- Alternatively, allow Ss to review the module and find the relevant information to complete the statements correctly. Check Ss' answers.

#### Answer Key

- |                         |               |
|-------------------------|---------------|
| 1 an American president | 4 real name   |
| 2 enemy                 | 5 mathematics |
| 3 science-fiction       | 6 1865        |


### 3 To write a quiz

- Explain the task and ask Ss to work in pairs. 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 (e.g. Pocahontas was from ... . (Virginia, USA))
- Ss can swap their quiz with another pair and do it and then report back to the class.

#### Suggested Answer Key

- 1 The Mayan civilisation lasted for ... . ( over 2,000 years)
- 2 Powhatan was ... . (Pocahontas' father and an important Indian chief)
- 3 John Cusack stars in ... . ('2012')
- 4 Benandonner was from ... . (Scotland)
- 5 Pocahontas married ... . (John Rolfe)
- 6 Alexander the Great's father was ... . (Philip II)

Game: Play the game as directed in the S's Book.

4 **Song**  To read for cohesion and rhyme

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

**Answer Key**

- |          |          |         |
|----------|----------|---------|
| 1 fight  | 3 true   | 5 place |
| 2 around | 4 strong |         |

**Game**

**Collocations/Phrases**

Write these words on the board. Ss in teams choose one word from each column and make a sentence using the phrase. Each correct sentence gets 1 point. The team with the most points is the winner.

**A**


- curly
- volcanic
- round
- respected
- full
- end
- promote
- ancient
- have good
- of medium
- powerful
- wonder of
- cruel

**B**

- peace
- face
- lips
- hair
- height
- death
- manners
- the war
- giant
- eruption
- nature
- leader
- civilisation

- *She's got long curly hair.*
- *A volcanic eruption buried the ancient city of Pompeii.*
- *Most clocks have a round face.*
- *Winston Churchill was a respected leader.*
- *My aunt has big eyes and full lips.*
- *Pocahontas' marriage to John Rolfe helped end the war.*
- *The Inca was an ancient civilisation in South America.*
- *I prefer the company of people who have good manners.*
- *My uncle isn't tall or short; he's of medium height.*
- *Victoria Falls is a wonder of nature.*
- *An Irish legend says that Finn MacCool was a powerful giant.*
- *A major aim of the United Nations is to promote peace.*
- *William Wallace died a cruel death.*

**Fun Time 3**


1  To consolidate vocabulary learnt in the module

- Allow Ss some time to read the clues and complete the puzzle.
- Check Ss' answers around the class.

**Answer Key**

- |             |           |          |
|-------------|-----------|----------|
| 1 fireworks | 4 party   | 7 parade |
| 2 monkey    | 5 wedding | 8 live   |
| 3 rides     | 6 event   |          |


*Hidden Word – festival*

2  To test knowledge learnt in this module/ to do a quiz

- 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 *In February*
- 2 *In June*
- 3 *The monkey*
- 4 *In ancient Athens*
- 5 *In Windsor, Canada*
- 6 *A cowboy marketplace*
- 7 *Nessie, the Loch Ness Monster*
- 8 *The patron goddess of ancient Athens*

3  To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to work in pairs and 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 (*e.g. Where is Hogmanay celebrated? (Scotland)*)
- Ss can swap their quiz with another pair and do it and then report back to the class.

**Suggested Answer Key**

- 1 *Where is the feast for the monkeys during the Monkey Festival? (At an ancient temple)*
- 2 *What is the name of the New Year's Eve party in Edinburgh? (Hogmanay)*
- 3 *Which European city is Disneyland in? (Paris)*
- 4 *What type of boat do they use in the regatta in Windsor? (A giant pumpkin with the inside cut out)*

- 5 Where does the International Golden Blades take place? (In St Petersburg, Russia)
- 6 When did The Panathenaea take place? (28th July)
- 7 Who carried the statue of Athena at the Panathenaea Festival? (four little girls)
- 8 When does the Monkey Festival take place? (In November)

**Game:** Ss play the game as described in the Ss' Book. Ss in teams continue the story. Every correct sentence gets a point. The team with the most points at the end of the game wins.

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

- Read the definition aloud and play the recording. Ss listen and follow the song in their books.
- Elicit an answer to the question in the rubric from Ss around the class.

##### Answer Key

*The singer thinks traditions are very important because they keep the past alive and they are a part of our everyday lives.*

#### 5 **Aim** To express a personal opinion

- Allow Ss some time to think about the question and then allow three minutes for Ss to write down their thoughts.
- Ask various Ss around the class to read out their sentences to the rest of the class.

##### Suggested Answer Key

*Traditions are important because they bring us together. They help us to keep our culture alive and be proud of our past.*

### Game

Pantomime: Ask Ss to think of a celebration they attended last year. Ss mime the activities. The class in teams guess the activities. Each correct guess gets 1 point. The team with the most points wins.

**Leader:** Last year I attended ... . (name). People (mimes wear masks).

**Team AS1:** People wore masks.

## Fun Time 4

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

- Explain the task and ask Ss to rewrite the chores correctly.
- Check Ss' answers.

##### Answer Key

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

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

Explain the task. Allow Ss some time to read the quiz questions and mark the sentences as true or false.

##### Answer Key

1 F      3 F      5 F      7 F  
2 T      4 T      6 F

**Game:** Ss play the game as described in the Ss' Book.

#### 3 **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to work in pairs and 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 (e.g. *Using solar panels is expensive.* (F))
- Ss can swap their quiz with another pair and do it then report back to the class.

##### Suggested Answer Key

- 1 In Russia, students have to be at school by 8:30. (T)
- 2 The three Rs of being eco-friendly are reuse, repair and redo. (F)
- 3 You cannot use a toy iron to do extreme ironing. (T)
- 4 At night-time, you don't need to have a light on your bike. (F)
- 5 There is an extreme ironing competition twice every year. (F)
- 6 In Japan, students can use mobile phones in class. (F)
- 7 It's not a good idea to wear loose clothes for cycling. (T)

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

- Play the recording. Ss listen and answer the question in the rubric.
- Check Ss' answers around the class and then elicit whether Ss agree with the singer's opinion.

##### Suggested Answer Key

*Rules are kept to keep us safe, make our lives easier, keep us out of trouble and help us be good people. I agree with the singer's opinion because I also believe that we must follow rules to be safe and to respect other people.*

5 **Aim** To express a personal opinion on the topic

Read out the rubric and the sentence stem. Elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

... they protect us from danger, help us to respect other people and always do what is right.

**Game**

**What's the rule?**

Think of funny rules for your house. Make sentences in teams. Each correct sentence gets 1 point. The team with the most points is the winner.

Team AS1: You must leave the rubbish in.

Team BS1: You don't have to make your bed.

**Fun Time 5**

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

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

**Answer Key**

- |            |          |             |
|------------|----------|-------------|
| 1 lake     | 3 coast  | 5 volcano   |
| 2 mountain | 4 island | 6 waterfall |

**Hidden word:** Mauna Loa

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

- Explain the task. Allow Ss some time to read the questions and mark the sentences as true or false.
- Allow Ss to review the module and find the relevant information to help them. Check Ss' answers.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 3 F | 5 T | 7 F |
| 2 T | 4 F | 6 T |     |

3 **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to work in pairs and 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 (e.g. *The Indian Ocean is bigger than the Atlantic.* (F))

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

**Suggested Answer Key**

- 1 Mount Vesuvius is in Europe. (T)
- 2 The Grand Canyon is in Asia. (F)
- 3 Plitvice Lakes National Park is in Siberia. (F)
- 4 Death Valley is a mysterious place. (T)
- 5 Niagara Falls is the biggest falls in the world. (F)
- 6 Niagara Falls produces the most electric power. (T)
- 7 The Arctic Ocean is the smallest ocean in the world. (T)

**Game:** Ss play the game as described in the Ss' book.

4 **Aim** To listen for specific information

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

**Answer Key**

According to the singer, our world is 'a world of wonders' because of 'stunning scenes of nature'.

5 **Aim** To express a personal opinion on the topic

Read out the rubric and the sentence stem. Elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

Our world is **great** because **there are amazing things to find in nature.**

**Fun Time 6**

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

- Explain the task. Ss complete it.
- Check Ss' answers around the class.

**Answer Key**

- |            |                   |
|------------|-------------------|
| 1 castle   | 4 amusement park  |
| 2 museum   | 5 shopping centre |
| 3 aquarium | 6 art gallery     |

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

- Explain the task. Allow Ss some time to read the questions and decide whether each sentence is true or false.
- Tell Ss they can review the module and find the relevant information to help them if necessary. Check Ss' answers.



**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 3 T | 5 T | 7 T |
| 2 T | 4 F | 6 F | 8 F |

3 **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to work in pairs and 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 (e.g. *H.G. Wells was an inventor.* (F))
- Ss can swap their quiz with another pair and do it and then report back to the class.

**Suggested Answer Key**

- 1 *Double-decker buses in London are black.* (F)
- 2 *H.G. Wells was a famous writer.* (T)
- 3 *You can see the Crown Jewels in Brussels.* (F)
- 4 *London is a good city to visit if you like shopping.* (T)
- 5 *You can see aquatic animals in an aquarium.* (T)
- 6 *"Grand Market Russia" Museum is in Moscow.* (F)
- 7 *The best time to visit Babbacombe Model Village is in the morning.* (F)
- 8 *Tivoli Gardens is in Copenhagen.* (T)

**Game:** Ss play the game as described in the Ss' Book. Each correct sentence gets a point. The team with the most points at the end of the game wins.

4 **Aim** To discuss the main message of the song

- Play the recording.
- Ss listen and think about the question in the rubric.
- Ask various Ss to discuss their thoughts with the class.

**Suggested Answer Key**

*I think the singer means that you should live life to the fullest. You should travel and see the world before it's too late.*

## Fun Time 7

1 **Aim** To consolidate vocabulary from the module/to complete a crossword puzzle

- Explain the task and tell Ss that they may look back through the module to help them if necessary.
- Give Ss time to complete the puzzle and then check Ss' answers.

**Answer Key**

- |             |              |              |
|-------------|--------------|--------------|
| 1 desert    | 3 rainforest | 5 wildlife   |
| 2 waterfall | 4 marathon   | 6 coral reef |

2 **Aim** To test and consolidate information learnt in the module/to do a quiz

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

**Answer Key**

- 1 *In the mountains in Peru.*
- 2 *About 120 million.*
- 3 *To make their nests and feed on the algae.*
- 4 *It is 2,000 km long.*
- 5 *The flamingo population decreased because of hunting and pollution.*
- 6 *Over 1,500.*
- 7 *4 days.*

3 **Aim** To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions and compile their quiz.
- Ss can exchange their quiz with another pair and do it and then report back to the class.

**Suggested Answer Key**

- 1 *When did people start running with bulls in Pamplona? (In the 14th century)*
- 2 *How high is Machu Picchu? (2,430 metres above sea level)*
- 3 *Where is the Great Barrier Reef? (In Australia)*
- 4 *How far off the coast of Australia is Christmas Island? (2,600 km)*
- 5 *When did Meli write her blog? (03/09)*
- 6 *When was the Kronotsky Nature Reserve created? (1934)*

**Game:** Ss play the game as described in the Ss' Book.

4 **Song** **Aim** To predict the content of the song

- Read through the words in the list and explain/elicite their meanings and elicit Ss' guesses as to what the song is about.
- Play the recording. Ss listen and follow the song in their books and check if their guesses were correct.

**Answer Key**

*The song is about when good and bad things happen and how we should react.*

5 **Aim** To discuss the attitude of the singer

Explain/Elicite the meanings of optimistic/pessimistic (*seeing things as mostly positive/seeing things as mostly negative*). Elicite the singer's attitude (positive) and ask various Ss around the class to provide justifications from the song.

**Suggested Answer Key**

The singer is optimistic because they say that someone may help you when you forget your umbrella, and they say that things will end happily. The singer says that all things happen for the best and good things happen in the end.

**Fun Time 8**

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

Give Ss time to read the clues and complete the puzzle. Then check Ss' answers.

**Answer Key**

- |              |                |
|--------------|----------------|
| 1 bookshop   | 5 newsagent's  |
| 2 music shop | 6 bank         |
| 3 jeweller's | 7 clothes shop |
| 4 baker's    | 8 post office  |

**Hidden word:** supermarket

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

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

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 F | 3 F | 5 T | 7 F |
| 2 T | 4 F | 6 T | 8 T |

**Game:** Ss play the game as described in the Ss' Book.

3 **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to work in pairs and 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 (e.g. *You can find herbs and spices from Egypt at the Floating Market.* (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 tallest skyscraper is in Dubai. (T)
- 3 The first skyscraper was in New York. (F)
- 4 3,400 men worked on the Empire State Building. (T)
- 5 The Dorogomilovsky Market is an old market. (T)
- 6 The English Market in Cork only sells fish. (F)
- 7 Riding a bicycle is bad for the environment. (F)

- 8 You should never pick rubbish up from the ground. (F)

4 **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.

**Suggested Answer Key**

Buying tasty things to eat  
Find fresh fruit or herbs and spices  
Smell the fresh fruit in the air

5 **Aim** To give an imaginative description

- Allow Ss some time to think about the question and then allow three minutes for Ss to write down their description.
- Ask various Ss around the class to read out their descriptions to the rest of the class.

**Suggested Answer Key**

I can see and smell lots of fresh fruit and other food. I can walk up and down the market looking at the food for sale. I can taste some fresh fruit before I buy some. I think there are a lot of people at the market and I can hear a lot of people talking, walking and shouting.

**Self-Check 1**

- 1 1 catch 5 obey 9 earns  
2 chatting 6 outdoors 10 creative  
3 practise 7 patient  
4 organised 8 uniform
- 2 1 put on 5 adopt 9 long  
2 repair 6 work 10 perform  
3 computer 7 construct  
4 have 8 look after
- 3 1 Do you get up 6 is flying  
2 does he live 7 is improving  
3 is washing 8 is always chatting  
4 boils 9 Does the shop close  
5 does not/doesn't want 10 is staying
- 4 1 playing 3 getting up 5 telling  
2 dancing 4 to become
- 5 1 b 2 a 3 a 4 b 5 a

**Self-Check 2**

- 1 1 impatient 4 stupid 7 thin  
2 dishonest 5 boring  
3 lazy 6 cowardly
- 2 1 b 2 e 3 a 4 c 5 d
- 3 1 watched 6 did not/didn't visit  
2 wore 7 travelled  
3 did not/didn't play 8 Did you take  
4 bought 9 went  
5 worked 10 made
- 4 1 Where was Amelia Earhart from?  
2 Genghis Khan did not explore the Atlantic Ocean.  
3 Did William Wallace live in Italy?  
4 Was Cleopatra a queen?  
5 When did he die?  
6 Did Queen Victoria die in 1990?  
7 When did you last go to the cinema?  
8 We did not visit a museum on Saturday.  
9 They left the party at 10 pm.  
10 What time did you get home yesterday?
- 5 1 Not so good. 3 Sounds exciting.  
2 It was brilliant. 4 You can rent it on DVD.

**Self-Check 3**

- 1 1 prize 4 bored 7 display 10 haunted  
2 bright 5 finish 8 hold  
3 took 6 believe 9 live
- 2 1 were not/weren't wearing, were wearing  
2 Were you making, were decorating  
3 was not/wasn't working, was eating  
4 were not/weren't having, were visiting  
5 Was Mark watching, was watching

- 3 1 were watching 5 did the circus come  
2 did you wear 6 Did your mother make  
3 did not/didn't go 7 were you doing  
4 was singing, was taking 8 was cooking, arrived
- 4 1 Did you enjoy 4 nothing special  
2 It was fantastic 5 Great  
3 What did you think of

**Self-Check 4**

- 1 1 lay 3 iron 5 make  
2 Hoover 4 take
- 2 1 chores 3 shopping 5 attended  
2 messages 4 surfs
- 3 1 who/that 3 whose 5 who/that  
2 which/that 4 which/that
- 4 1 must 3 Could/Can 5 can  
2 have to 4 might
- 5 1 c 2 e 3 b 4 a 5 d

**Self-Check 5**

- 1 1 sandy 5 guided 9 means  
2 takes 6 catch 10 coast  
3 attraction 7 temperature  
4 rare 8 freezing
- 2 1 volcano 3 forest 5 island  
2 river 4 lakes
- 3 1 most famous 3 larger 5 deeper  
2 highest 4 hottest
- 4 1 too 3 very 5 enough  
2 very 4 too
- 5 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?

**Self-Check 6**

- 1 1 spectacular 5 safety 9 famous  
2 amusement 6 opening 10 public  
3 local 7 try  
4 ancient 8 sights
- 2 1 cosmopolitan 4 busy 7 precious  
2 miniature 5 thrilling 8 lively  
3 famous 6 luxurious
- 3 1 will/'ll come 4 will/'ll close  
2 are going to visit 5 will call  
3 is going to fall 6 am going to lie
- 4 1 will go 3 will arrive 5 get  
2 get 4 do not/don't buy

## Self-Check Key

- 5 1 *What exactly would you like to know?*  
2 *How do I get there?*  
3 *It stops right outside the Planetarium.*  
4 *Thank you for your help.*

### Self-Check 7

- 1 1 *species*            4 *ridden*            7 *embarrassed*  
2 *ancient*            5 *explore*  
3 *overseas*            6 *time*

- 2 1 *d*            2 *c*            3 *b*            4 *e*            5 *a*

- 3 1 *Have you ever done*            6 *went*  
2 *sent*            7 *has just cooked*  
3 *have been*            8 *hadn't tried*  
4 *Have you seen*            9 *has not/hasn't tasted*  
5 *Have they tried*            10 *Had Sue finished*

- 4 1 *He's never been scuba diving before.*  
2 *I haven't seen Fiona since 2007.*  
3 *Have you ever been camping?*  
4 *Did Sam play football last Saturday?*  
5 *Anna was angry because her sister had broken her glasses.*

- 5 1 *a*            2 *b*            3 *b*            4 *a*

### Self-Check 8

- 1 1 *Newsagent's*            4 *Bakery/Baker's*            7 *Supermarket*  
2 *Florist's*            5 *Optician's*            8 *Jeweller's*  
3 *Chemist's*            6 *Bookshop*

- 2 1 *slice*            3 *packet*  
2 *loaf*            4 *can*

- 3 1 *some*            4 *few*            7 *many*  
2 *an*            5 *many*            8 *everything*  
3 *much*            6 *Someone*

- 4 1 *was invented*  
2 *is visited*  
3 *has been organised*  
4 *will be built*  
5 *is being sent*

- 5 1 *b*            2 *b*            3 *a*            4 *b*

# Word Formation Teacher's Guide



## To practice word formation

- Ss read each sentence and try to understand the general meaning.
- Allow Ss some time to identify what is missing (a noun, a verb, an adjective etc.).
- Refer Ss to the theory box and explain the use of prefixes, suffixes, ordinal numbers etc. accordingly.
- Give Ss some time to complete the task.
- Elicit ideas and encourage Ss to justify their choices.

### Answer Key

#### Module 1

- |            |           |          |
|------------|-----------|----------|
| 1 teacher  | 3 pianist | 5 editor |
| 2 magician | 4 actor   |          |

#### Module 2

- |                |               |               |
|----------------|---------------|---------------|
| 1 eruption     | 3 discovery   | 5 competition |
| 2 civilisation | 4 achievement |               |

#### Module 3

- |            |                |            |
|------------|----------------|------------|
| 1 patience | 3 intelligence | 5 activity |
| 2 strength | 4 rudeness     | 6 ability  |

#### Module 4

- |              |             |            |
|--------------|-------------|------------|
| 1 interested | 3 worrying  | 5 annoying |
| 2 bored      | 4 exhausted | 6 annoyed  |

#### Module 5

- |             |               |            |
|-------------|---------------|------------|
| 1 beautiful | 3 terrible    | 5 national |
| 2 famous    | 4 comfortable |            |

#### Module 6

- |             |                |                 |
|-------------|----------------|-----------------|
| 1 incorrect | 3 impatient    | 5 irresponsible |
| 2 dishonest | 4 unbelievable | 6 uncomfortable |

#### Module 7

- |           |           |          |            |
|-----------|-----------|----------|------------|
| 1 happily | 2 quickly | 3 safely | 4 friendly |
|-----------|-----------|----------|------------|

#### Module 8

- |           |             |          |
|-----------|-------------|----------|
| 1 twelfth | 3 twentieth | 5 second |
| 2 sixth   | 4 first     |          |

## Module 1

### ➤ Exercise 6 (p. 7)

**Interviewer:** Welcome to The World at Work. On tonight's programme we have Nicky Evans, hairdresser. Nicky, tell us a little about what you do every day.

**Nicky:** Well, I get up early, have a shower and get dressed. I'm busy all day and I need a lot of energy, so I always have a big breakfast. When I get to work, it's hair, hair, hair! I love my job. I really like meeting people and talking to them. I don't have a lot of time for lunch, but I always try to buy a sandwich or a salad. I don't like sweeping the floor and cleaning up, but I have to do it before I go home. I'm on my feet all day, so in the evening I want to relax. I watch some TV or listen to music. I go to bed at 11 or 11:30.

### ➤ Exercise 6 (p. 13)

#### Dialogue A

**A:** Can I help you?

**B:** Yes. I need a present for my brother's birthday. He's having a party tomorrow. I usually get him a CD but I want to get something different this year.

**A:** Does he like computer games?

**B:** Yes, he does. But they're quite expensive.

**A:** We actually have a sale on right now. All our computer games with car races are half price.

#### Dialogue B

**A:** What time does the party start?

**B:** It says 7 o'clock on the invitation, so we still have plenty of time.

**A:** As long as we don't get lost. Have you got the directions?

**B:** Yes, I have. We turn right after the next traffic lights and the house is opposite the park. Oh ... I love this song.

**A:** Me too, turn it up. This is a great CD. I hope they have good music at the party.

#### Dialogue C

**A:** This is a great night. Can you believe Jason is 18?

**B:** I know. It's wonderful to see all his friends and family here for his birthday.

**A:** Yeah, and the decorations are amazing! Do you have your camera?

**B:** Yes! I've got lots of nice photos. I want to put them on a CD for Jason so he can remember the day.

**A:** That's a really nice idea!

## Module 2

### ➤ Exercise 11 (p. 21)

#### Boudicca: Britain's First Warrior Queen

Boudicca was born in the first century AD in Britain. She was very tall with long red hair. She was also a clever and brave woman. At that time, the Romans ruled Britain. When Boudicca's husband died, the Romans tried to take her land. She put together a large army and tried to stop

them. She attacked and fought the Romans and won battles at Colchester, London and St Albans, but in the end, Boudicca's army was defeated and Boudicca died in about 60 AD. She was Britain's first warrior queen.

### ➤ Exercise 6b (p. 25)

#### Myths & Legends

For those of you interested in strange and wonderful creatures, there's a great new book called Myths and Legends. It's by John Harris and this new edition has more than 100 pages. It is full of amazing stories from England, Ireland, Scotland and Wales. This is also a beautiful book with over 50 fantastic colour photographs to go with the text. You can get this book at the bargain price of £ 12 from your local bookshop. Or, have a copy delivered to your door by ordering it online at [www.great-reads.com](http://www.great-reads.com).

### ➤ Exercise 2 (p. 29)

Catherine the Great was a very intelligent and powerful woman. She was born in 1729 in Stittin, Poland. When she was just 16 years old, she married Tsar Peter III of Russia and became an empress. Over the years she had four children; two girls and two boys. After Peter III died, Catherine ruled Russia alone. She made some very important changes and built a huge empire for Russia. She became the longest-ruling female leader of Russia, ruling for 51 years! In November 1796, Catherine sadly died in Saint Petersburg, Russia, but people still remember her as a strong Russian leader.

## Module 3

### ➤ Exercise 6 (p. 37)

#### Dialogue A

**A:** Good morning, and welcome. Can I see your tickets please?

**B:** Yes, of course. Here you are.

**A:** Thank you very much. So, there are three of you?

**B:** Yes, that's right. My son, my wife, and I.

**A:** Excellent, here is a map for you all. There are five main areas, Adventureland, Frontierland, Main Street USA, Fantasyland and Discoveryland. There are rides, cafés and gift shops in each area.

**B:** That's great, thank you!

**A:** You're welcome. Enjoy your visit to Disneyland!

#### Dialogue B

**A:** Are you ready for tonight James?

**B:** Yes. It's my first time to perform at the arts festival and I'm very excited!

**A:** Having the festival about fairy tales was a great idea.

**B:** Yes, I think so. I'm getting the costumes ready at the moment. I'm a wizard, and the other actors are Peter Pan, and Cinderella.

**A:** Do you need any help?

**B:** No, it's OK. We brought everything from the van already.

**A:** Great. Well, I need to get back to the stage to check the lights.

**B:** Of course. I'll see you later!

### Dialogue C

**A:** This is amazing! I can't believe my eyes!

**B:** Yes, you're right. Look over there, there's a huge picture of Mickey Mouse on the wall.

**A:** Oh, yeah! There's Minnie, too. They have all my favourite cartoon characters.

**B:** So, what do you want to order?

**A:** I don't know. All of the dishes look nice and they have incredible names. The Pinocchio Pasta looks good!

**B:** I was thinking the same. The Yen Sid Salad looks tasty also.

**A:** I loved Fantasia! It's a great Disney story.

**B:** OK! One Yen Sid Salad, and two Pinocchio Pastas then.

**A:** Excellent!

### ➤ Exercise 3 (p. 41)

Last winter I travelled to the Rocky Mountains for a skiing holiday. I was really excited as I wanted to visit the Banff National Park and see Bigfoot. We started our journey in the morning.

We soon arrived at the national park. I wanted to take some photographs so I walked into the forest. Suddenly, a creature that looked like a monkey appeared from behind a tree. "Was it Bigfoot?" I wondered.

I stepped back in surprise and shouted for help. My family tried to calm me down. A few seconds later my dad started laughing. "It's not Bigfoot, Jim. It's a man. Look!" He was right. The man appeared from behind the trees. He was very tall and he had a big thick coat. I started laughing too, at my mistake.

We had a great time in the national park and we all enjoyed the scenery. It's a pity Bigfoot wasn't there though.

### Exam Practice 3

#### ➤ Exercise 2 (p. 42)

**Roma:** So, Thomas. What do you think of the parade?

**Thomas:** It's amazing Roma! I never realised that it was so big! We don't have parades like these in England. Is it like this every year?

**Roma:** Yes, absolutely. Victory Day is a very important national holiday here in Russia. Every May 9th families always celebrate it together. In fact, I can't remember a time when I didn't come out and watch the parade. Last year I watched it with friends from school.

**Thomas:** It's definitely very impressive. Look at all those soldiers in their uniforms. Some of them are even wearing their medals. They look fantastic, and everyone knows exactly what to do, and when. They march perfectly. What are those ribbons that they are wearing on their uniforms?

**Roma:** Those are ribbons of Saint George. The orange and black stripes symbolise fire and gunpowder. Soldiers wore this ribbon for hundreds of years in Russia, and used it during World War Two. Now people wear it to remember Victory Day.

**Thomas:** Kind of like how we wear poppies in Britain to remember Armistice Day?

**Roma:** Yes, exactly.

**Thomas:** Wow, those vehicles are great too. All the tanks and trucks... and the planes earlier were awesome! I've never seen jets perform tricks like that! They were definitely my favourite.

**Roma:** Yes, you're right. There's lots of things to see here.

**Thomas:** There certainly is! I can't wait to see the fireworks later. Thank you so much for inviting me!

## Module 4

### ➤ Exercise 6 (p. 45)

#### Dialogue A

**A:** There's so much to do today!

**B:** Can I help you at all, Andy?

**A:** Yes, please! That's so nice of you! I'd like to go to the stadium and watch the football this afternoon, but I have to finish all these chores first.

**B:** Sure thing. What can I do?

**A:** Well, I'm dusting the furniture at the moment. Can you clean the windows for me?

**B:** Of course. What else needs to be done?

**A:** I have to tidy my room and Hoover the carpets.

**B:** Don't worry, we can do it together.

**A:** Thanks Emma! You're the best!

#### Dialogue B

**A:** Excuse me, where do you keep the washing up liquid?

**B:** You can find it on the bottom shelf, just over there. Can I ask, do you have a dish washer?

**A:** No, unfortunately not. I have to wash everything by hand. Why do you ask?

**B:** We have a great special offer today. All our dish washers are half price! They're great value and make chores so quick and easy.

**A:** That sounds great! Actually, I'm getting tired of doing the dishes myself all the time. Where are the machines?

**B:** In our electronics department, behind aisle 7, Sir. I'll show you if you like.

**A:** Thank you! That's very kind.

#### Dialogue C

**A:** Hi, Terry. What are you doing outside? Lunch is ready.

**B:** I'm just doing some chores. Can you put this rubbish in the bin for me?

**A:** Of course. Give me the bags that you need to throw away.

**B:** Here you are. I won't be long. I just need to finish watering the flowers.

**A:** OK. Your food is in the kitchen when you want it.

**B:** Thanks, Amy.

### ➤ Exercise 8 (p. 49)

#### Speaker A

Everyone in my family is in good shape. When I was a little boy my dad used to tell me how important it was to stay fit and healthy. He really encouraged us to do sports. My Uncle was a great sportsman when he was young and

keeps lots of old equipment and trophies at his house, and my brothers play rugby and basketball. But for me, I wanted to do something different. I saw skateboarding at a local skate park, and I decided that extreme sports were for me. Skateboarding is great fun, and I don't want to do anything else. I love it!

### Speaker B

These days trophies and success are very important in extreme sports. Everyone wants to be on TV or be a star. The equipment is very expensive, and even the clothes cost a fortune. I remember when I first started riding a BMX bike. It was cheap, and none of us had any money. It wasn't about that. People forget that the sport is all about having fun! Riders are only interested in the money now. It's a real shame... I don't enjoy it anymore.

### Speaker C

Yes, I'm definitely a sports fan. I never miss a chance to go snowboarding. Sometimes it can be difficult and expensive, my first board cost a lot and the ski jackets aren't cheap either. I often have to travel a lot and go overseas to other countries, but to me it's worth it. I love being on the ski slopes with all my friends, it's so much fun. Some people stay at home on dry slopes in England, but that's not for me. You can't beat snowboarding on real snow and being on the mountains in places like the Alps.

### ➤ Exercise 4 (p. 53)

**Amy:** Hello May.

**May:** Hi Amy. How is everything at the summer school?

**Amy:** Oh, it's great. I'm having a fantastic time.

**May:** I'm so jealous. What's it like?

**Amy:** It's perfect. There are so many things to do here. We have to get up at 7:30 in the morning for breakfast.

**May:** That sounds alright to me.

**Amy:** Yeah, it's cool. We must go to lessons from 10 o'clock to 2. I've got some very nice teachers.

**May:** Really? What are they like?

**Amy:** Well, they're quite young and they're not very strict. As usual, we mustn't make noise in class, and they say we should all work hard, but we also have lots of fun.

**May:** You're so lucky ... anyway, go on.

**Amy:** After lunch we must study for an hour, but then we can do what we like.

**May:** Wow! That's great.

**Amy:** Yep! We usually go to the beach in the afternoon and then hang out in the games room. The only thing is that we mustn't leave the school grounds in the evening, and we must be in bed by midnight.

**May:** Oh, that's a bore.

**Amy:** Well. You can't have it all.

**May:** That's true.

## Module 5

### ➤ Exercise 2 (p. 55)

**Radio Presenter:** ...and now for today's quiz on continents ... we have Pat Gregson from Manchester on the line. Good morning, Pat. Are you ready?

**Pat:** Yes, I'm ready!

**Radio Presenter:** OK, Pat. Which continents are the following in? Mount Everest ...

**Pat:** Oh! That's in Asia.

**Radio Presenter:** You're right. Angel Falls?

**Pat:** Erm ... South America?

**Radio Presenter:** Correct. The Grand Canyon?

**Pat:** Oh, that's easy. North America.

**Radio Presenter:** Correct. Malta?

**Pat:** Europe.

**Radio Presenter:** You're right again. Lake Geneva?

**Pat:** That's in Europe, too.

**Radio Presenter:** Yes, that's right. The River Nile?

**Pat:** Africa.

**Radio Presenter:** Good. How about Niagara Falls?

**Pat:** It's in North America.

**Radio Presenter:** Correct. The Gobi desert?

**Pat:** Erm ... Is that in Africa?

**Radio Presenter:** No, actually The Gobi desert is in Asia.

**Pat:** Oh, right.

**Radio Presenter:** Now, what about Ayers Rock?

**Pat:** Oh, definitely Australia.

**Radio Presenter:** Yes, that's correct, and lastly ... Mount Vesuvius?

**Pat:** Europe.

**Radio Presenter:** Yes! Well done! You got 9 out of 10 questions right and now you go through to ...

### ➤ Exercise 8 (p. 57)

**James:** All my friends catch the bus to school but it's always crowded. It's quite slow, too, because of the heavy traffic. That's why I ride my bike to school. It only takes me 20 minutes by bike, but it takes my friends about 30 minutes by bus!"

**Stella:** I live in a small village and there isn't a school bus so I have to go to school by train. After I get off the train, I have to walk about fifteen minutes to my school. Altogether, it takes me about one hour to get to school. It's quite a long journey, but I don't mind. I usually read a book on the train.

### ➤ Exercise 6 (p. 59)

**Host:** Hello and welcome to the final round of 'Going for Gold'. We're here with Janet Smith from Warrington. Now this round is called 'the biggest and the smallest' and Janet is just nine questions away from £5,000. So here we go. Good luck Janet. Here's the first question; Which is the deepest ocean in the world?

**Janet:** Oh, that's easy, it's the Pacific Ocean.

**Host:** Well, done. That's right. Which is the biggest country in the world?

**Janet:** Erm. I think I know this. Is it Russia?



**Host:** Yes, that's right. Now, which is the largest animal in the world?

**Janet:** It's the Blue Whale.

**Host:** Are you certain?

**Janet:** Yes, I am. It's the blue whale.

**Host:** That's correct. You're doing really well. This one is a bit tricky, though. Which is the highest waterfall in the world?

**Janet:** Oh! Erm. I think it's that one in South America oh what's it called ...? Angel Falls. Yes, that's it. It's Angel Falls.

**Host:** Well done. That's the right answer. Here's the next question to take you past the halfway mark. Which is the smallest country in the world?

**Janet:** That is a tricky one but lucky for me I know the answer. It's Vatican City.

**Host:** Excellent! Which city has the largest population in the world?

**Janet:** Oh no! I'm not sure about this one.

**Host:** Take your time and think about it a little.

**Janet:** Thanks. ... Mmm. OK I'm going to say Shanghai and if I'm wrong well never mind.

**Host:** You're not wrong, it's the right answer!

**Janet:** Oh wow! I can't believe it.

**Host:** Only three more questions to go and £5,000 is yours! Ready? Which is the deepest lake in the world?

**Janet:** I think I know this one. It's Lake Baikal in Russia.

**Host:** You're absolutely right! Which is the driest place in the world?

**Janet:** Oh I think I saw this on the Discovery Channel one time. Is it the Atacama Desert in Chile?

**Host:** It certainly is. Now just answer this question correctly and that £5,000 is going home with you. Which is the sunniest country in the world?

**Janet:** Oh my! Oooh. Err. Well, it must be somewhere in Africa... as a pure guess ... I'll say ... Niger.

**Host:** That's the right answer. Congratulation! You are the new 'Going for Gold' champion and the winner of £5,000.

**Janet:** Yes! Hurray! I can't believe it!

### ➤ Exercise 6 (p. 61)

- A** Winter can be a beautiful time of year. It's a lovely season, especially here in Canada. Sometimes, however, a pretty scene can quickly turn into a disaster if you're not prepared. One year, I made that mistake. I didn't think the snow would get so terrible. The temperature dropped very suddenly to -20 and I was outdoors alone in my car. The heavy snow made it impossible to drive, so I had to stop the car on the road. It was a terrifying situation and I was very scared. Luckily a police officer found me, and they helped me. I was sure to never make the same mistake again!
- B** A friend of mine moved to Spain last year. He has a little villa by the seaside, and it's very sunny there. He always laughs about the grey skies in England but I don't mind. I'm not a beach person and I always get sunburn when I go on my summer holidays. I really don't enjoy myself when it's very hot. I'm much

happier here in Birmingham, where it's nice and cool. Maybe it isn't so nice in England, but at least I know what to expect and keep my umbrella with me! Life in Spain must be great, I'm sure. But home is where the heart is.

- C** My father was a fisherman all his life. I remember the first time I went with him to the harbour when I was a small boy. The waves and the sea amazed me, but I understood that nature was something we have to respect. My father was very careful though, he knew all about the dangers at sea and the risks. He always checked the conditions on the radio and planned things very well. Now that I'm a fisherman myself, I do the same. These days I have new technology to help me, like the internet. But most of the safety equipment is the same. I always make sure that I have a raincoat, my tools, and food and water. I still listen to the radio too, and even ask my father for his advice.

## Exam Practice 5

### ➤ Exercise 2 (p. 66)

#### Dialogue A

**A:** Wow! Isn't the water so clear and blue?

**B:** Yes, it sure is. Last year, my family and I visited a few places in the Caribbean. We went on a cruise. This reminds me a bit of my holiday there. A school trip here was a great idea!

**A:** Yes, it's my first time in such a wonderful location. The scenery is amazing!

**B:** Indeed. So many trees, a beautiful coast, nice little shops....

**A:** And...did you know that over there is an active volcano?

**B:** Really? I thought it was a mountain! How exciting! Well, it would be nice to take some photos of it.

**A:** Yes, we can ask Mr Phillips if he could take us there tomorrow before we leave to take the ferry back home.

**B:** Sounds like a great idea!

#### Dialogue B

**A:** How much longer Mr Jones?

**B:** Not long, Alice. Are you tired already? I thought you liked walking (chuckles).

**A:** Well, I do, but this uphill walking is something I'm not used to! Last time I went hiking was in the forest, and it wasn't this difficult, believe me. I thought I was fit enough to come on this school trip. I guess hiking is not for me!

**B:** It's OK. Take it easy. The other students can wait. We are stopping soon to have some lunch to eat, so we can all rest a bit.

**A:** Where are we going to sit and eat? There are hardly any trees.

**B:** We can sit on some rocks or on the ground and have a picnic. Thankfully, the weather's lovely. You should see in the winter. No one can come hiking around that time. It snows so much!

**A:** How cool! So, Mr Jones, I hope we return before it gets dark. We don't want to run into any dangerous animals, you know!

**Dialogue C**

**A:** I love camping! Is this your first time camping, Ann?  
**B:** Yes, it is. I didn't think camping in the middle of nature would be so much fun. There's something magical about this place; the mountains in the distance, the trees, the pathways.  
**A:** I know. Everything around us is very beautiful! It's such a lovely warm day today. We should ask Mrs Hill to take us on a bit of an adventure to explore everything.  
**B:** That sounds great! I can take some pictures, too. What about the other classmates? We should ask them if they want to come.  
**A:** Of course! Then, we can go swimming. The water is not far from here. It's not like the coast, but it's good enough.  
**B:** Great! It's a good thing I brought my bathers along. I'm so excited about this summer school trip!  
**A:** Me, too!

**Module 6**

➤ **Exercise 7 (p. 69)**

Thank you for calling the London Aquarium. We have one of the biggest aquatic displays in Europe. All the family can have an educational and fun day out. On level 1 you can visit the Pacific Ocean tank with its exotic tropical fish. One floor higher, on level 2, there is the coral reef area with its magnificent colourful coral. As well as all this, there are a number of different interesting talks you can listen to. And don't miss the chance to feed the sharks when you visit on Tuesdays, Thursdays or Saturdays. We are open from 10 am to 6 pm every day. Tickets cost £8.25 for adults and £6.75 for children aged between 3 and 14. We look forward to seeing you very soon!

➤ **Exercise 5 (p. 73)**

**Ben:** Hi Mark. Did you have a nice holiday?  
**Mark:** Yes, it was fantastic! It was an activity holiday, you know!  
**Ben:** Yes, I remember. It was in Scotland, wasn't it?  
**Mark:** Well, I wanted to go to Scotland, but that holiday was fully-booked. I had a choice between Wales and Ireland, so I chose Wales.  
**Ben:** Oh, right. Did you go with your parents?  
**Mark:** No, the holiday is just for kids. I went by myself, but I soon made friends!  
**Ben:** Oh, so what activities did you do?  
**Mark:** Oh, many different things, like horse riding and hiking. We even did white-water rafting, which I definitely enjoyed the most.  
**Ben:** Did you stay in a hotel?  
**Mark:** No. The activity centre has tents and little wooden chalets. I shared a chalet with four other boys. It was great – much better than a hotel!  
**Ben:** It sounds like fun.

**Mark:** It was. I want to go again next year. You should come too!

**Ben:** I'd love to, but how old do you have to be? I'm only 13.

**Mark:** That's OK. Some of the kids were only 11 or 12. You just can't be older than 16.

**Ben:** Oh, that's good. Is the holiday expensive?

**Mark:** Not really. For one week, it was £150 for the accommodation and food and £200 for all the activities – so that's only £350 altogether.

**Ben:** Oh, that's not bad!

➤ **Exercise 2 (p. 76)**

"The creature was fast but the Time Traveller ran after it. Suddenly, he couldn't see it any more. When he got closer, he saw it at the bottom of a well. He decided to follow it because he wanted to find his Time Machine. When he reached the bottom of the well, he could see hundreds of these creatures. When they saw him they were angry. They ran after him. He got out of the well and ran through a forest but the creatures followed him. Suddenly, he saw his Time Machine beside a statue. He jumped in and started the machine. Now he could continue his journey through time."

**Module 7**

➤ **Exercise 5 & 6 (p. 81)**

Last summer, I went on holiday to India with my two good friends, Mark and Tony. It's a trip I'll never forget. We got a good deal because it was very close to the rainy season. We arrived early in the morning and checked into our hotel. We were very excited and couldn't wait to do lots of activities. On the first day we decided to go on an elephant ride and it was great riding on the back of such a big animal. Suddenly, it started raining heavily. It was pouring down in seconds. The elephant got scared, either that, or it wanted to get out of the rain quickly, and it lifted up its front legs and threw me off its back. I hit the ground really hard and I hurt my arm quite badly. Mark and Tony took me to hospital and the doctors gave me an x-ray. They discovered I had broken my arm and they told me I had to wear a cast and that I wouldn't be able to use it for 6 weeks. I was very upset and disappointed because I wasn't able to do anything else all holiday.

➤ **Exercise 8 (p. 87)**

Something really embarrassing happened to me last week. I went shopping with my three-year-old brother, Sam. I wanted to buy a present for my friend's birthday so Sam and I went to a department store. As soon as we walked in, Sam asked for a toy car. I didn't want to buy Sam a present too, because I didn't have a lot of money. "You have lots of cars at home," I said. Then, while I was looking at some books, he started playing with some CDs. He was putting them on the floor. "Pick them up," I said, but he ran to the back of the shop. I saw a shop assistant near the door looking at us. My face went bright red. "Sam," I said, "It's

time to go home." He started crying. Everyone was looking at us. I tried to pick Sam up, but I fell into the CDs. They went everywhere! The assistant helped me to pick them all up. He wasn't angry, but I was very embarrassed. My little brother was laughing all the way home. That's the last time I go shopping with him!

## Module 8

### ➤ Exercise 5 (p. 101)

- 1 A: What can I do for you, Madam?  
B: I'll take this and a large chicken, please?  
A: Certainly! That's £11 altogether, please.  
B: Here you are.
- 2 A: Can I help you?  
B: Yes, can you give me something for a headache?  
A: Of course. How about this? It contains paracetamol.  
B: Thank you! How much is it?
- 3 A: Do you like these?  
B: Yes, I do. What size are they?  
A: They're a medium.  
B: Great. I think I'll try them on.

### ➤ Exercise 6 (p. 101)

**Sam:** Oh! We're here! So which department do we want?  
**Jane:** The sports department. Look, it's here on the ground floor. I want to buy my brother a present for his birthday. He loves sports!  
**Sam:** What do you want to buy him?  
**Jane:** Well, he wants a tennis racquet, but that's a bit expensive for me. My sister Stacy wants to buy him a basketball, so I think I'm going to buy him a baseball cap.  
**Sam:** Good idea! How about this one? It's nice, but it's £17.  
**Jane:** OK, well let's see ... I've got £20 but I need £5 to buy a birthday card and wrapping paper. Hmm ... so I have £15. Hey, this green one's nice and I have enough money for it!  
**Sam:** Great! Look, the cash desk's over there. Pay and then I want to buy a DVD. Are the DVDs in the music department?  
**Jane:** No. I bought a DVD here last month and they're in the electrical department on the first floor next to the book department. Which DVD do you want?  
**Sam:** It's called 3030 BC.  
**Jane:** Oh. I don't know it.  
**Sam:** Well, let's be quick. We're meeting Harry at one o'clock, and it's five to one now.  
**Jane:** No! Harry's got a piano lesson until one o'clock, remember? He's meeting us after that, in one hour.  
**Sam:** Yes, I remember now!

## Exam Practice 8

### ➤ Exercise 2 (p. 106)

#### Speaker A

Some of my friends don't enjoy going to the High Street or malls. I don't see why. They prefer to stay at home and use the internet! I could never buy something without seeing it and trying it on for myself. For me, travelling to town is a lot of fun. My friends and I make a day of it, have coffee, and get really lovely things. The only thing that I avoid in the city centre are the big department stores. They are much too expensive.

#### Speaker B

A friend asked me recently about the best places to find gifts for children in London. He visited Oxford Street, and Covent Garden, but couldn't find what his son wanted. I can understand why he was nervous. No one wants to get the wrong gift for a child's birthday! I told him that the best place in London for children's shopping is definitely Hamley's. It's unlike any other Toy store in the world! It has such a large selection of products. You can buy anything there! It's really wonderful. I love it now as an adult as much as I did as a boy!

#### Speaker C

I love fashion and jewellery. It's important for me to look good, and it makes me happy. My friends think I spend too much money, but I tell them that I'm sensible. I don't believe in throwing my money away in big shops; I always look for the best price. There is only one place that I hate and won't go to. Kentfield's the Jewellers on King Street. I went there once and the staff were very rude. I decided never to go back and tell all my friends what a horrible place it is.



# Evaluations

## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria:      c (green)      w (yellow)      n (red)

# Cumulative Evaluation

## Student's Self Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

<b>Student's Self Assessment Form</b>	<b>Module 1</b>
<b>Go through Module 1 and find examples of the following. Use the code to evaluate yourself.</b>	
<ul style="list-style-type: none"> <li>talk about daily routines &amp; free-time activities .....</li> </ul>	
<ul style="list-style-type: none"> <li>interview a family member about their job .....</li> </ul>	
<ul style="list-style-type: none"> <li>compare your everyday life with Sasha's one. .....</li> </ul>	
<ul style="list-style-type: none"> <li>make suggestions .....</li> </ul>	
<ul style="list-style-type: none"> <li>talk about how local town councils can improve the local community .....</li> </ul>	
<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
<ul style="list-style-type: none"> <li>write an interview about someone's job .....</li> </ul>	
<ul style="list-style-type: none"> <li>write a few sentences about the benefits of your local leisure centre .....</li> </ul>	
<ul style="list-style-type: none"> <li>write a short text about a sport .....</li> </ul>	
<ul style="list-style-type: none"> <li>write an email about my typical weekend .....</li> </ul>	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 2

**Go through Module 2 and find examples of the following. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• talk about historical figures .....</li> </ul>	
<ul style="list-style-type: none"> <li>• describe people's appearance &amp; character .....</li> </ul>	
<ul style="list-style-type: none"> <li>• narrate a story .....</li> </ul>	
<ul style="list-style-type: none"> <li>• recommend a film .....</li> </ul>	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• write about a queen .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write an email about a visit to Ireland .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a short text about a hero .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write an article about an ancient civilisation .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a biography of Catherine the Great .....</li> </ul>	



<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

### Student's Self Assessment Form

Module 3

**Go through Module 3 and find examples of the following. Use the code to evaluate yourself.**

• ask for & express opinions .....	
• describe a visit to Disneyland .....	
• narrate past events .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write an email about the Monkey Festival .....	
• write an email about a theme park visit .....	
• write a paragraph about a festival .....	
• write a short text about a Roman festival .....	
• write a story .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 4

**Go through Module 4 and find examples of the following. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• talk about chores .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about free-time activities .....</li> </ul>	
<ul style="list-style-type: none"> <li>• make/accept/refuse invitations .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about prohibition .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about safe cycling .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about the rules of riding a motorcycle in the UK .....</li> </ul>	
<ul style="list-style-type: none"> <li>• ask for &amp; give advice .....</li> </ul>	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• write an email about my free-time activities &amp; chores .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a short text about my favourite sport .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write about the rules at my school .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a short text about how we can protect the environment .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a letter about rules at a summer school .....</li> </ul>	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 5

**Go through Module 5 and find examples of the following. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>talk about geographical features in my country .....</li> </ul>	
<ul style="list-style-type: none"> <li>describe my journey to school .....</li> </ul>	
<ul style="list-style-type: none"> <li>talk about the weather/seasons/geography &amp; transport .....</li> </ul>	
<ul style="list-style-type: none"> <li>buy a train ticket .....</li> </ul>	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>write a postcard .....</li> </ul>	
<ul style="list-style-type: none"> <li>write an email from an extreme place .....</li> </ul>	
<ul style="list-style-type: none"> <li>write a short text about a place of natural beauty .....</li> </ul>	
<ul style="list-style-type: none"> <li>write a quiz about oceans .....</li> </ul>	
<ul style="list-style-type: none"> <li>write an email comparing two places .....</li> </ul>	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

### 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 holiday activities .....	
• discuss holiday plans .....	
• talk about future plans & intentions (a school trip) .....	
• ask for & give information .....	
• talk about an imaginary miniature model park I created .....	
• discuss the ending of a story .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a paragraph about a tourist destination .....	
• write an email about your school trip .....	
• write a letter about your holiday .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

<b>Student's Self Assessment Form</b>		<b>Module 7</b>
<b>Go through Module 7 and find examples of the following. Use the code to evaluate yourself.</b>		
• talk about experiences .....		
• give bad news & express sympathy .....		
• share opinions .....		
• give advice to my friend about how to feel less shy .....		
<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>		
• write a description of an experience .....		
• write a blog entry about an embarrassing moment .....		
• write a short text for a tourist website .....		
• write a survey report .....		

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self Assessment Form

Module 8

**Go through Module 8 and find examples of the following. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• talk about shops &amp; products .....</li> </ul>	
<ul style="list-style-type: none"> <li>• make comparisons .....</li> </ul>	
<ul style="list-style-type: none"> <li>• express likes &amp; dislikes .....</li> </ul>	
<ul style="list-style-type: none"> <li>• ask for &amp; give directions .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about how to keep the planet clean .....</li> </ul>	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• write a short paragraph comparing my town to Verona .....</li> </ul>	
<ul style="list-style-type: none"> <li>• complete a paragraph about my shopping habits .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a paragraph about a market in my town/city .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write an email about my new house &amp; neighbourhood .....</li> </ul>	

## Progress Report Cards

### Progress Report Card

..... (name) can:

**Module 1**

	very well	OK	not very well
talk about daily routines & free-time activities			
interview a family member about their job			
compare your everyday life to Sasha's one			
make suggestions			
talk about how local town councils can improve the local community			
write an interview about someone's job			
write an advert for a leisure park			
write a short text about a sport			
write an email about your typical weekend			

### Progress Report Card

..... (name) can:

**Module 2**

	very well	OK	not very well
talk about historical figures			
describe people's appearance & character			
narrate a story			
recommend a film			
write about a queen			
write an email about your weekend			
write an article about an ancient civilisation			
write a biography of Catherine the Great			

## Progress Report Card

..... (name) can:	<b>Module 3</b>		
	very well	OK	not very well
ask for & express opinions			
describe a visit to Disneyland			
narrate past events			
write an email about the Monkey Festival			
write an email about a theme park visit			
write a paragraph about a festival			
write a short text about a Roman festival			
write a story			

## Progress Report Card

..... (name) can:	<b>Module 4</b>		
	very well	OK	not very well
talk about chores			
talk about free-time activities			
make/accept/refuse invitations			
talk about prohibition			
talk about safe cycling			
talk about the rules for riding a motorcycle in the UK			
ask for & give advice			
write an email about your free-time activities & chores			
write a short text about your favourite sport			
write about the rules at your school			
write a short text about how we can protect the environment			
write a letter about rules at a summer school			



## Progress Report Card

..... (name) can:	<b>Module 5</b>		
	very well	OK	not very well
talk about geographical features in your country			
describe your journey to school			
talk about the weather/seasons/geography & transport			
buy a train ticket			
write a postcard			
write sentences comparing places			
write an email from an extreme place			
write a short text about a place of natural beauty			
write a quiz about oceans			
write an email comparing two places			

## Progress Report Card

..... (name) can:	<b>Module 6</b>		
	very well	OK	not very well
talk about holiday activities			
discuss holiday plans			
talk about future plans & intentions (a school trip)			
ask for & give information			
talk about an imaginary miniature model park you created			
discuss the ending of a story			
write a paragraph about a tourist destination			
write an email about your school trip			
write a letter about your holiday			

## Progress Report Card

..... (name) can:	<b>Module 7</b>		
	very well	OK	not very well
talk about experiences			
give bad news & express sympathy			
share opinions			
give advice to your friend about how to feel less shy			
write a description of an experience			
write a blog entry about an embarrassing moment			
write a short text for a tourist website			
write a survey report			

## Progress Report Card

..... (name) can:	<b>Module 8</b>		
	very well	OK	not very well
talk about shops & products			
make comparisons			
express likes & dislikes			
ask for & give directions			
talk about how to keep the planet clean			
write a short paragraph comparing your town to Verona			
complete a paragraph about your shopping habits			
write a paragraph about a market in your town/city			
write an email about your new house & neighbourhood			

**1a**

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

- 2 1 gets up early 4 catch the bus  
2 play sports 5 watch TV  
3 has lessons 6 hangs out with friends

3

R	U	E	M	V	E	T	A	D	K	E
V	H	L	M	S	U	R	G	E	O	N
H	C	L	A	W	Y	E	R	T	Q	Q
N	E	G	T	F	G	D	K	R	X	S
F	K	P	X	M	F	Q	V	J	J	P
M	A	G	I	C	I	A	N	Q	H	M
F	I	R	E	F	I	G	H	T	E	R
E	P	I	Z	W	M	N	N	L	Q	N
I	C	A	S	H	I	E	R	Z	W	I
C	V	O	C	P	O	D	Q	E	P	Q
M	U	I	T	T	A	S	T	G	D	Y

- 1 magician 3 surgeon 5 firefighter  
2 lawyer 4 cashier 6 vet

- 4 a) 1 d 3 f 5 a 7 l 9 j 11 i  
2 e 4 b 6 c 8 k 10 h 12 g

- b) 2 puts out fires  
3 looks after sick animals  
4 receives payments and works indoors  
5 speaks for people in court. He or she usually earns a good salary.

- 5 1 organised 4 intelligent 7 fit  
2 brave 5 patient, cheerful  
3 creative 6 sociable

- 6 1 degree 3 qualification 5 boss  
2 hours 4 dangerous

- 7 a) 1 weight 4 autographs 7 check-ups  
2 knives 5 tricks 8 in half  
3 healthily 6 chocolate

**b) (Suggested Answers)**

- 1 A chocolate taster can put on weight.  
2 I have regular check-ups at the dentist.  
3 People eat healthily so they keep fit.  
4 A magician needs to practise his tricks.

**8 (Suggested Answer)**

An artist works indoors and outdoors. Artists have to be creative to think of ideas for paintings or sculptures. They also have to be patient because works of art can take weeks or months to finish.

**1b**

- 1 1 works 5 take 9 likes  
2 stands 6 doesn't enjoy 10 doesn't want  
3 stops 7 goes  
4 visit 8 relaxes

- 2 2 Does Lewis stand outside a police station?  
No, he doesn't. He stands outside Buckingham Palace.

- 3 Do a lot of tourists visit Buckingham Palace?  
Yes, they do.

- 4 Does Lewis like tourists taking photos of him?  
No, he doesn't. He is a little shy.

- 5 Does Lewis go out in the evening?  
No, he doesn't. He goes home and relaxes in front of the TV.

- 6 Does Lewis want to change his job?  
No, he doesn't. He really likes his job.

- 3 2 Is Mike working at the moment?  
No, he isn't. He's sleeping.

- 3 Is Jane writing a letter?  
No, she isn't. She's chatting on the phone.

- 4 Are Brian and his dad watching TV now?  
No, they aren't. They're playing football.

- 5 Are Lucy and Beth having lunch?  
No, they aren't. They're shopping.

- 4 1 fly 5 is answering  
2 do you start 6 are always arguing  
3 rises 7 shoots  
4 is going

- 5 2 Do you speak French?  
Yes, I do. / No, I don't.

- 3 Are your parents working at the moment?  
Yes, they are. / No, they aren't.

- 4 Do you read a lot of books in your free time?  
Yes, I do. / No, I don't.

- 6 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 helps her mum with the housework.  
5 Alice often goes to bed late.

- 7 1 to be 3 cycling 5 working  
2 tidying 4 getting up

- 8 1 B 3 A 5 C 7 C 9 A 11 C  
2 C 4 B 6 B 8 A 10 A 12 A

**9 (Suggested Answers)**

I sometimes forget to turn off the lights in the kitchen.  
I don't mind waiting for the train if I have something to read.

I want to be an actor when I grow up.

I never drink coffee in the evening.

I am having an English lesson at the moment.  
 I always have cereal for breakfast.  
 I don't like noisy people.  
 I hate sitting in traffic.  
 I take the bus to school every day.

**1c**

- 1 0 B    2 B    4 B    6 A    8 A  
 1 C    3 C    5 B    7 A

**2 Free Time Activities**

play football, play ice hockey, surf the Net, enjoy computer games, listen to CDs, go out with friends, read magazines, watch TV

**Daily Routine**

do homework, go to school, have lunch, work, catch the bus, go to bed, have a bath, cook dinner, brush teeth

**Family Members**

aunt, parents, niece, sister, grandmother, uncle, brother

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

**b) (Suggested Answers)**

- 1 I always do my homework in the evening before dinner.
- 2 My best friend gets £5 pocket money every week.
- 3 We are sitting a Maths test tomorrow.
- 4 Sophia is studying for her English class right now.
- 5 At school, we have a break at 11 o'clock.

- 4 1 break    3 worries    5 complains  
 2 additional    4 own    6 argue

- 5 A 3    B 2    C 1

- 6 1 for    2 up    3 after    4 to

- 7 1 Russia    4 before dinner  
 2 Monday to Saturday    5 takes part in  
 3 English and Science    6 two sisters

**1d – CLIL TIME**

- 1 1 leisure centre    5 wildlife reserve  
 2 skate park    6 art gallery  
 3 library    7 park  
 4 cycling path    8 community centre

- 2 1 community    4 developing    7 reduce  
 2 character    5 matches    8 improve  
 3 creating    6 against

- 3 1 Do you fancy    4 Let's meet  
 2 I'd rather not    5 That sounds great  
 3 Why don't we

**4 (Suggested Answers)**

- A: Hi, Tim! Are you busy tomorrow?  
 B: Not really. Why?  
 A: Do you fancy going roller skating?  
 B: I'd rather not. I don't like roller skating.  
 A: Oh! Why don't we go swimming, then?  
 B: That's a good idea! We can keep fit.  
 A: Let's meet at around 5 pm outside your house.  
 B: That sounds great. See you tomorrow!

**Writing**

**1 (Suggested Answers)**

**What's your typical school day like?**

"I usually get up at 7:00 am and catch the bus to school. We have four lessons in the morning, then I usually have lunch in the school canteen. After lunch it's more lessons."

**Are you on a sport team?**

"She is on a volleyball team."

**What activities do you do in the evening?**

"In the evening, she does her homework and has dinner. Then, she chats with her friends online or watches TV."

- 2 a) 1 cool  
 2 Let me tell you about  
 3 it's Ok  
 4 it's  
 5 Well, better go now!

**b) (Suggested Answers)**

Kim's email is informal.

**Contractions:** school's, it's, We're, What's

**Omitted pronouns:** Well, (I) better go now!

- 3 2 Anna is from Poland. She lives in Warsaw.  
 3 Does Frank go to school on Saturdays?  
 4 Wow! This pizza is delicious!  
 5 I eat a sandwich, a salad or a hamburger.  
 6 After that, I help my mum in the kitchen.

**4 (Suggested Answers)**

Morning	Afternoon	Evening
Get up 8:00 am	Lunch	Have dinner
Have breakfast	2 lessons	Watch TV / play video games
Take train	Play football / basketball	Go to bed
3 lessons	Take train	11:00 pm

**5 a) (Suggested Answer)**

Hi Cathy,  
 Let me tell you about a typical weekday. I get up at 8:00 am and have breakfast, then I take the train to school. We have three lessons in the morning, then we have an hour for lunch. After

lunch, we have more lessons. Then it's my favourite part of the day – I have football practice. In the evening, I have dinner, then I watch TV or play video games. I go to bed around 11:00 pm. Well, I better go now!  
Write back soon,  
Rachel

**2a**

- 1 1 scientist      4 emperor      7 warrior  
2 empress      5 president  
3 painter      6 pilot
- 2 1 peace      3 chief      5 prison  
2 manners      4 settled      6 Colonists

W	A	S	C	H	I	E	F	E	J
E	S	M	K	J	O	L	C	P	C
M	E	Q	P	E	A	C	E	N	O
A	T	W	W	K	B	O	T	L	L
P	T	M	S	N	X	Y	H	E	O
G	L	B	U	P	R	I	S	O	N
O	E	Q	D	V	F	H	R	U	I
N	D	F	X	L	W	R	Z	T	S
S	G	D	R	Z	O	Y	X	C	T
V	N	S	M	A	N	N	E	R	S

- 3 1 settled      4 saved      7 got married  
2 fought      5 arrested      8 died  
3 learned/learnt      6 promoted

**4 (Suggested Answers)**

- Yesterday, I learnt how to use the past simple.
- My parents got married in 1990.
- King Harold died in battle from an arrow in the eye.
- Perseus saved Andromeda from a sea monster called the Kraken.

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

- 6 1 funny      4 lazy      7 patient  
2 boring      5 hardworking      8 honest  
3 brave      6 clever      9 cowardly

- 7 1 tall      4 green      7 honest  
2 well-built      5 small      8 impatient  
3 short      6 clever

- 8 a) 1 tall      4 short      7 thin  
2 slim      5 wavy      8 beautiful  
3 blonde      6 big

**b) (Suggested Answer)**

My brother's name is Ben. He is tall and slim. He has short brown hair and blue eyes. He works in a

bank, but in his spare time he likes to play sport. He is kind, honest and hardworking.

**2b**

- |           |              |          |
|-----------|--------------|----------|
| 1 1 went  | 6 discovered | 11 had   |
| 2 saw     | 7 bought     | 12 came  |
| 3 decided | 8 dropped    | 13 lived |
| 4 gave    | 9 did        | 14 said  |
| 5 wore    | 10 ate       | 15 took  |

- 2 3 She sent an email to the bank.  
4 She didn't give her mum a call about her dad's birthday.  
5 She met Bob at 1:30 outside the cinema.  
6 She didn't finish her Geography project.

- 3 1 lived      5 decided      8 was  
2 became      6 learned/      9 disappeared  
3 stopped      learnt      10 saw  
4 visited      7 flew

- 4 2 Did Amelia train as a doctor?  
No, she didn't. She became a nurse.  
3 Did she fly across the Atlantic in 1928?  
Yes, she did.  
4 Did Amelia's plane disappear over the Atlantic Ocean?  
No, it didn't. Her plane disappeared over the Pacific Ocean.  
5 Did anyone see Amelia again?  
No, they didn't.

**5 (Suggested Answers)**

- I didn't use to read magazines when I was six.
- I used to ride a bike when I was six.
- I didn't use to get up late when I was six.
- I used to play computer games when I was six.
- I used to go to the beach in the summer when I was six.

- 6 1 across      3 past      5 up      7 under  
2 along      4 through      6 down      8 into

- 7 1 C      3 C      5 B      7 C      9 B      11 B  
2 B      4 A      6 C      8 A      10 C      12 A

**8 (Suggested Answers)**

The day before yesterday, I fell off my bike. I moved to a new school in 2007. I got out of bed two hours ago. I mowed the lawn yesterday. Last weekend, I went to stay with my grandparents. I went to bed at 11:00 pm last night.

**2c**

- 1 1 NS      2 F      3 NS

- 2 1 Because the days were too short and they couldn't get all their work done.  
 2 A young Maori fisherman.  
 3 Towards the east where the sun rises.  
 4 Behind some rocks.  
 5 While the sun was rising, they threw their ropes over him.  
 6 To travel slowly across the sky.  
 7 He agreed to let the sun go if he promised to go slowly for six months of the year.  
 8 So he would be released.

- 3 A 3 B 1 C 4

- 4 1 out 2 up 3 up 4 out

- 5 1 Once 4 terrified 7 ran back  
 2 fought 5 while 8 before  
 3 powerful 6 enemy

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

- 7 1 wonder of nature 4 boiling lava  
 2 mysterious place 5 fit together  
 3 volcanic eruption

- 8 1 cools, surface 3 cross 5 result  
 2 huge 4 legend

- 9 1 strong 4 clever and patient  
 2 tall and well-built 5 legend  
 3 brave

**2d – CLIL TIME**

- 1 1 drought 3 get on 5 tragedy 7 hero  
 2 fought 4 statues 6 arrested 8 hated

- 2 1 b 2 c 3 d 4 e 5 a

- 1 free country 4 Ancient civilisations  
 2 cruel death 5 strong leader  
 3 stone buildings

- 3 1 It wasn't great. 4 It's a shame I missed it.  
 2 That's too bad. 5 Which actors are  
 3 What's the plot? in the film?

- 4 1 How was your weekend  
 2 Really? What's it about  
 3 What were the special effects like  
 4 Who stars in it  
 5 It sounds great

**5 (Suggested Answer)**

- A: What did you do last night?  
 B: I watched a film called Monsters, Inc. It was really funny.  
 A: Really? What's it about?

B: It's an animation about a monster who accidentally lets a little girl into the monster world.

A: Sounds interesting. Who does the voices?

B: John Goodman does the voice of Sulley and Billy Crystal does Mikey.

A: What were the special effects like?

B: They were amazing. The monsters looked real.

A: It sounds great!

**Writing**

**1 Name:** Leonardo da Vinci

**Where/When born:** Vinci, Italy, 1452

**Early years:** Worked for a local artist – clever and creative

**Achievements:** Worked for Duke of Milan – painted Mona Lisa

**Later years:** Lived in France

**Where/When died:** Cloux, France, 1519

2 When he was 14, soon, In 1482, During this time, in 1500, At the age of 65, three years later, in 1519, To this day

**3 (Suggested Answer)**

As a child, she was very good at Mathematics and Physics. In 1891, she went to study at Sorbonne University in Paris. When she was 30, she discovered polonium and radium. In 1903, she won the Nobel Prize in Physics. 8 years later, she won the Nobel Prize in Chemistry. She died in 1934 at the age of 66.

**4 (Suggested Answer)**

Marie Curie was born in Warsaw on 7th November, 1867.

As a child, she was very good at Mathematics and Physics. In 1891, she went to study at Sorbonne University in Paris.

In 1898, she discovered polonium and radium. In 1903, she won the Nobel Prize in Physics.

In 1906, she became the first woman Professor at the Sorbonne. Then in 1911, she won the Nobel Prize in Chemistry. She also promoted X-ray machines during the First World War. She died in Savoy, France, in 1934 at the age of 66.

I think Marie Curie was an amazing woman. She achieved a huge amount in her life. Years ahead of her time, Marie Curie is a hero for both science and women.

**3a**

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

- 2 1 traditional costumes 5 live music  
 2 street parades 6 fantastic time  
 3 gigantic feast 7 ancient temple  
 4 fireworks display 8 arts festival

3

P	A	R	A	D	E	F	I	C	Y
F	E	S	T	I	V	A	L	O	E
I	M	A	S	K	Y	P	R	S	P
R	A	H	T	R	W	P	X	T	R
E	V	M	E	A	L	I	B	U	E
W	E	O	P	Q	T	Y	A	M	S
O	S	M	U	S	I	C	N	E	E
R	F	H	I	L	D	U	D	K	N
K	O	P	B	N	M	J	B	E	T
S	A	D	A	N	C	E	O	T	S

- 4 1 costumes 3 feast 5 live music  
2 funny 4 gigantic

- 5 1 listened 3 prepared 6 celebrated  
2 climbed, 4 comes 7 tried  
pulled 5 took

- 6 **Across** Down  
1 THRILLED 1 DISAPPOINTED  
2 SHY 2 NERVOUS  
5 EMBARRASSED 3 CHEERFUL  
4 SURPRISED

- 7 1 A 2 A 3 B 4 C 5 A

- 8 1 boring 3 surprised 5 exciting  
2 tiring 4 disappointed

9 (Suggested Answers)

- 1 I feel disappointed when my football team loses.  
2 I feel surprised when there is a place to sit on the train.  
3 I feel shy when I have to talk in front of the class.  
4 I feel cheerful when I am with my friends.

3b

- 1 1 was shining 5 were playing  
2 was having 6 were wearing  
3 was watching 7 was eating  
4 were wearing 8 was taking
- 2 2 Dad wasn't cleaning the kitchen. He was cleaning the bathroom.  
3 Mum wasn't preparing the food. She was doing the shopping.  
4 John wasn't washing the windows. He was organising the music.  
5 Grandma and Granddad weren't making masks. They were making John's costume.
- 3 2 Were they eating the cake? No, they weren't.  
3 Were they smiling? Yes, they were.  
4 Was the girl sitting on a chair? Yes, she was.  
5 Was she opening her presents? No, she wasn't.  
6 Was her brother sitting next to her? Yes, he was.

4 (Suggested Answers)

- 1 I was starting a lesson at school.  
2 I was playing football in the park.

- 5 1 were having 7 was dancing  
2 started 8 eating  
3 did you do 9 got  
4 put 10 were Tom and Sue doing  
5 went 11 were speaking  
6 did you arrive 12 were watching

6 (Suggested Answers)

- 1 I was cooking in the kitchen when I heard an explosion outside.  
2 Andy was eating a sandwich while Paul was drinking a milkshake.  
3 At 4 pm yesterday, Kate was walking down the street when it started to rain.  
4 Sam and Jane ran up the hill, then they went down the other side.  
5 Last Friday, Amanda was cycling to work when she got a flat tyre.

- 7 1 C 3 B 5 C 7 A 9 B 11 B  
2 A 4 B 6 B 8 C 10 A 12 A

3c

- 1 1 second 3 to come 5 telling  
2 him 4 makes 6 longer
- 2 1 F 2 T 3 NS 4 T 5 F
- 3 A 3 B 2 C 1
- 4 1 off 2 after 3 up 4 down

- 5 1 shop 5 pirate ship  
2 roller coaster 6 merry-go-round  
3 boat ride 7 fairytale castle  
4 parade 8 cartoon character

Missing words: haunted house

- 6 1 exhausted 3 guests 5 rides  
2 breath 4 speed 6 haunted

- 7 1 celebrations 5 live music  
2 amazing 6 a lot of photographs  
3 parade 7 events  
4 firework display 8 fantastic

3d – CLIL TIME

- 1 1 place 4 prize  
2 competitors, giant 5 decorations  
3 organise, race 6 wet
- 2 1 took place 5 procession 9 winners  
2 lasted 6 musicians 10 celebration

- 3 statue            7 dinner  
4 temple            8 contests

**3 (Suggested Answers)**

- 1 The winners of the race received their prizes and celebrated all day.
- 2 We organised an exciting competition for people interested in sports.
- 3 The ancient temple looked fantastic and the statues were huge.
- 4 I'm putting up decorations in every room for my birthday!

- 4 1 What's wrong                      3 How did it happen  
2 You'll never guess what happened            4 I'm really sorry

**5 (Suggested Answer)**

- A: Hi Jane. What's wrong? You look really sad.  
B: That's because I am! You'll never guess what happened!  
A: What? Tell me!  
B: I went to the beach yesterday afternoon and I got sunburnt!  
A: Oh dear! That's terrible. How did it happen?  
B: Well, I was reading a book and fell asleep. I couldn't believe it!  
A: I'm really sorry.  
B: Thanks.

**Writing**

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

**2 (Suggested Answer)**

Last summer, my friends and I went on a day trip to a theme park. First, we went to try the new roller coaster. It was very fast but great fun. Then, suddenly, at the very top, the roller coaster stopped. We waited for hours. Next, fire fighters came and rescued us with ladders. We all felt very shocked and decided not to go on any more scary rides. After that, we enjoyed the rest of our day.

- 3 what happened in the end?                      4  
where/when the story happened?                      1  
what the main event was?                      3  
what happened before the main event?                      2  
how the writer felt about what happened?                      4

- 4 1 c            2 a            3 b            4 d

5 One day last summer, my two best friends and I set out on a day trip to a theme park. We were all really excited as we sat on the bus. We wanted to try the park's amazing new roller coaster!

**6 (Suggested Answer)**

When: Last Sunday  
Where: Park, lake  
Who: Dad, little brother, me  
How felt: happy, excited about boating

Last Sunday, my dad and I took my little brother to a park to go boating on a lake. I love boating, so I felt excited and happy.

**7 (Suggested Answer)**

Superdad  
Last Sunday, my dad and I took my little brother to a park to go boating on a lake. I love boating, so I felt excited and happy.  
We got in the boat and started rowing. Then, something started hitting the bottom of the boat. The boat was moving up and down and my brother fell out! My dad dived in and saved him.  
When we returned, the park keeper told us a local story saying that a monster fish lives in the lake! My dad and brother were wet, but we all felt relieved that they were OK.

**4a**

- 1 a) 1 clean                      5 take out                      9 mop  
2 cook                      6 do                      10 make  
3 dust                      7 wash  
4 Hoover                      8 lay

**b) (Suggested Answers)**

- 2 I sometimes help to cook dinner.
- 3 I mop the floor if my mum doesn't have time.
- 4 I take it in turns with my sister to lay the table.
- 5 I never dust the furniture.

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

- 1 protective clothing                      3 household chores  
2 out of the ordinary                      4 annual competition

- 3 1 surf            4 phone    7 watch    10 eat  
2 send            5 play    8 meet    11 go  
3 go            6 have    9 play

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

- A read a book                      D play video games  
B send text messages                      E meet a friend after school  
C talk on the phone                      F watch a match

**5 a) (Suggested Answers)**

- 1 I like surfing the Internet.
- 2 I don't like going shopping.
- 3 I don't mind listening to music.
- 4 I love meeting my friends.
- 5 I hate sending text messages.
- 6 I can't stand eating lunch at McDonald's.

**b) (Suggested Answers)**

- 1 I usually go shopping in the town centre on Saturdays.
- 2 I always surf the Internet at the weekend.
- 3 I never play video games during the week.



- 4 I sometimes play football in the park on Sundays.
- 5 I often meet my friends in the school holidays.
- 6 I usually go to the cinema in the evenings.
- 7 I always meet Craig twice a week.
- 8 I sometimes listen to music in the afternoons.

**6 (Suggested Answers)**

- 2 Would you like to play basketball?  
I'd rather not./Sorry, but I can't.
- 3 Would you like to go to the cinema?  
I'd love to.

**4b**

- 1 1 have to    3 don't have to    5 don't have to  
2 have to    4 have to    6 don't have to
- 2 1 must have D    4 mustn't dive A  
2 mustn't bring C    5 mustn't run E  
3 must shower B
- 3 1 You can go to the party, but **must** come back by 11 pm.  
2 You **don't have to** take out the rubbish every day.  
3 We **mustn't** bully people at school.  
4 I **don't have to** go to the study group.  
5 You **must** tidy your room every week.  
6 You **mustn't** chew gum in class.  
7 Bill **must** phone his mum if he's late.  
8 We **mustn't** be late for school.
- 4 2 Could I use your phone?  
3 Kelly might go to the dance.  
4 You ought to exercise more.  
5 You should not eat so much chocolate.
- 5 1 whose    3 who    5 which  
2 which    4 who
- 6 2 Yesterday, I visited a friend **who** lived next to me.  
3 Emma watched a film **which** was about dinosaurs.  
4 This is the boy **whose** brother is a singer.
- 7 1 who D    3 , who student, ND  
2 which D    4 whose
- 8 1 C    3 C    5 C    7 C    9 C    11 A  
2 A    4 C    6 B    8 B    10 B

**9 (Suggested Answers)**

- I have to do my homework.  
I must tidy my room before I play video games.  
I don't have to lay the table.  
I mustn't go to bed late.  
I can listen to music while I do my homework.  
I can't play music too loudly.  
I might take the dog for a walk.

**4c**

- 1 1 traditional    3 equipment    5 activities  
2 competition    4 slowly
- 2 1 T    3 F    5 T    7 F  
2 NS    4 NS    6 T    8 T
- 3 1 1    2 2    3 3
- 4 1 on    2 off    3 out    4 through
- 5 a) 1 ice-skating    4 gymnastics    7 baseball  
2 tennis    5 martial arts  
3 chess    6 sailing

b)

Do	Play	Go
gymnastics	badminton	skateboarding
aerobics	tennis	ice-skating
martial arts	chess	horse riding
	darts	rollerblading
	golf	sailing
	baseball	

- 6 1 c    2 f    3 e    4 a    5 b    6 d
- 7 1 brakes    4 knee pads    7 gloves  
2 accident    5 chain  
3 helmet    6 lights

Missing word: reflectors

- 8 1 wake up at about 9 am    5 hang out with my friends  
2 the shopping  
3 play tennis    6 do the washing-up  
4 at 1 pm

**4d – CLIL TIME**

- 1 1 solar panels, roof    4 heating, put on  
2 tap, clean, teeth    5 rainwater  
3 turn off    6 throw, away
- 2 1 chew    3 pollute    5 recycles    7 dye  
2 donated    4 repair    6 respect    8 protect
- 3 1 What's the matter    3 What should I do  
2 When did you last have it    4 Why don't you

**4 (Suggested Answer)**

- A: Hi, Steve. What's the matter?  
B: I lost my bike helmet. I can't find it anywhere!  
A: Oh no. When did you last have it?  
B: This morning. I left it on top of my locker.  
A: Maybe it fell off.  
B: It didn't. What should I do?  
A: Why don't you go and try the school's Lost and Found.  
B: That's a good idea. Thanks.  
A: No problem.

**Writing**

1 **When did you arrive at your student exchange programme?**

"I arrived in London, England a few days ago."

**What activities do you do?**

"We can choose from different activities like sports or visiting tourist attractions."

**Where are you staying?**

"I'm staying with a lovely host family called the Smiths."

2	She must/has to ...	She mustn't ...
	get up early	go somewhere alone/by herself
	go to English school	eat in her room
	study hard in the morning	
	help lay the table for dinner	
	do the washing-up	
	be home by 10 pm	

- 3 1 I thought I'd write to tell you all about it!  
 2 it was fantastic!  
 3 I really love it here.  
 4 it's awful!

4 **(Suggested Answer)**

Hi Maria,

How's it going? I'm now in the USA for my exchange programme with Hadley School. I arrived here on Saturday morning and already I have lots to tell you.

Every day, I have to get up at 7 am and go to my American school. I have lessons between 9 am and 2 pm. Then there is a choice of two fun activities every afternoon. Yesterday, I went swimming, which was great. The teachers are really nice here, but there are some rules we have to follow. Of course we can't use our mobile phones in class, and we aren't allowed to go out at night alone.

I'm staying with a lovely host family called the Pilkingtons. I have to help with chores like laying the table and doing the washing-up, but it's ok. After dinner, we usually relax in front of the TV or we play cards.

I love it here. I really don't want to leave!

Hope to hear back from you soon,

Suzanne

**5a**

1 **Across**

- 1 VALLEY  
 2 LAKES  
 5 CONTINENT  
 6 FOREST  
 7 MOUNTAIN  
 8 ISLAND

**Down**

- 1 VOLCANO  
 3 DESERT  
 4 WATERFALL

- 2 a) 1 C 3 D 5 F 7 A  
 2 G 4 H 6 B 8 E

b) **(Suggested Answers)**

- 1 Lanikai is a famous sandy beach in Hawaii.  
 2 The Tower of London is a popular tourist attraction.  
 3 A boat tour is a great way to explore a new city.  
 4 San Diego Zoo has a large collection of rare birds.  
 5 You can swim in the hot springs at Pamukkale in Turkey.

- 3 1 ferry 5 helicopter 9 car  
 2 snowmobile 6 lorry 10 hovercraft  
 3 bike 7 train  
 4 bus 8 scooter

- 4 1 C 3 C 5 A 7 A 9 B  
 2 A 4 B 6 B 8 C 10 C

- 5 1 get 3 takes 5 ride  
 2 drive 4 catch 6 travel

- 6 1 sunny 5 sandy 9 rare  
 2 cheap 6 comfortable 10 slow  
 3 fast 7 expensive  
 4 hot 8 safe

7 **(Suggested Answer)**

Hi, Ricky. How are you? I'm at a beautiful beach in Galicia. It's really hot and sunny. There are some amazing large rocks on the beach here. Yesterday, I explored the city of Vigo with my parents. Today, we're just relaxing by the sea. What are you up to?  
 Tim

**5b**

1	Adjective	Comparative	Superlative
	small	smaller	the smallest
	much/many	more	the most
	dry	drier	the driest
	expensive	more expensive	the most expensive
	good	better	the best
	noisy	noisier	the noisiest
	comfortable	more comfortable	the most comfortable
	bad	worse	the worst
	big	bigger	the biggest

- 2 2 sunnier 5 smaller 8 longer  
 3 more comfortable 6 faster  
 4 hotter 7 slower

- 3 2 the highest 6 the driest  
 3 the best 7 the hottest  
 4 the most expensive 8 the biggest  
 5 the most beautiful

- 4 1 bigger than 4 The oldest  
 2 sunnier than 5 more expensive than  
 3 the largest

- 5 2 as interesting as 4 as tall as 6 as fast as  
3 as hot as 5 as cold as

6 (Suggested Answers)

Athens is much noisier than Cambridge.  
Cambridge isn't as busy as Athens.  
Lake Geneva is the most beautiful place of all.  
Athens has the nicest food of all.

- 7 1 too 3 too 5 enough  
2 really/very 4 enough 6 very

- 8 1 B 3 A 5 B 7 C 9 C  
2 C 4 C 6 A 8 C 10 A

9 (Suggested Answers)

I can't buy that jacket because it's too expensive.  
The flu is worse than a cold.  
The seats in economy are not as comfortable as in first class.  
*Avatar* is much more exciting than *Wolfman*.  
The countryside in France is very beautiful.  
Manchester United is the best football team in the world.  
I think Rome is the most interesting city in Europe.

5c

- 1 1 condition 4 volcano 7 mummy  
2 freezer 5 archaeologist  
3 temperature 6 melts

Missing words: death valley

- 2 1 hot 3 August  
2 dry 4 archaeologist

3 (Suggested Answer)

No. I don't like to be too hot. Apparently, Death Valley is one of the hottest and driest places in the world.

- 4 A 4 B 1 C 3

- 5 1 up 2 down 3 off 4 down

- 6 1 weather 4 climate 7 steam  
2 stones 5 desert  
3 force 6 tracks

- 7 1 F 3 NS 5 F 7 F 9 T  
2 F 4 T 6 F 8 T 10 NS

- 8 1 Africa  
2 Four times bigger than Britain  
3 Underground  
4 Because of the wind  
5 Because the sand might soon cover large areas of farm land

- 9 1 largest continent 5 a desert  
2 14 million 6 rain  
3 ice 7 scientists  
4 coldest, driest and windiest 8 penguins and seals

5d – CLIL TIME

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

- 1 freshwater lake 4 famous sight  
2 clear water 5 natural wonders  
3 electric power

- 2 1 nature 4 clear, depth 7 exist  
2 floods 5 producer  
3 covers 6 cross

- 3 1 a 2 a 3 b 4 a 5 b

- 4 1 Can I help you 4 Thank you  
2 Single or return 5 Have a nice day  
3 Here you are

- 5 Clerk: Good morning. Can I help you?  
Mike: Yes, I'd like a ticket to Manchester, please.  
Clerk: What time would you like to leave?  
Mike: I want to catch the next train at 14:30.  
Clerk: Single or return?  
Mike: Single, please.  
Clerk: That's £ 25, please.  
Mike: Here you are. Which platform does the train leave from?  
Clerk: Platform 2.  
Mike: Thank you.  
Clerk: You're welcome. Have a nice day!

Writing

1 Which two places do you like the most in your county?

"I like the Lake District and Bath."

Can you see and do a lot of exciting things there?

"In the Lake District, you can go boating and then you can walk around a pretty town called Keswick At Bath you can visit the old Roman Baths and there are many museums, parks and cafés."

When would be the best time for me to visit?

"The best time to visit is in the summer when the weather is warm."

- 2 1 really 4 popular 7 interesting  
2 most famous 5 more  
3 much 6 can

- 3 a) 1 and 3 because  
2 but 4 and then

- b) 1 but 3 and then  
2 because 4 and

- 4 1 crowded 3 amazing  
2 exciting 4 friendly

5 (Suggested Answer)

Dear Rosa,  
Thanks for your email. I live in Russia and my two favourite places to visit are Kuznetsk Alatau Reserve and St Petersburg.

The reserve is a really beautiful place. You can go hiking in the mountains or fishing in the rivers. You can also see lots of different animals like bears, elks, foxes and squirrels.

St Petersburg is one of the most popular places here in Russia. It has got amazing buildings like the Winter Palace and the Kasan Cathedral. It also has lots of museums, art galleries, and wonderful restaurants serving delicious food.

I think you should visit these two places because they are really interesting. The best time to visit is summer when the weather is warm. Let me know when you can make it.

Take care,  
Christina

6a

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

- 2 1 swim 4 sit 7 go  
2 eat 5 stay 8 visit  
3 take 6 send 9 relax

- 3 1 accommodation 4 ceremony  
2 attractions 5 precious  
3 cosmopolitan

- 4 1 miss 3 locals 5 famous  
2 sights 4 single

- 5 1 b 2 d 3 c 4 a 5 e

6 Across

- 1 AQUARIUM  
3 SHOPPING CENTRE  
5 MUSEUM  
6 GALLERY  
7 CASTLE

Down

- 1 AMUSEMENT  
2 HISTORIC  
4 GARDENS

M	A	R	K	E	T	O	B
S	R	A	T	S	G	M	L
E	L	C	P	E	A	U	A
A	T	K	R	Y	L	S	E
E	R	Y	A	A	L	E	E
P	A	L	A	C	E	U	L
M	T	O	W	E	R	M	Y
E	A	B	B	E	Y	L	Y

- 8 2 feed 5 visit 8 go  
3 go on 6 try 9 walk through  
4 stay 7 see

9 (Suggested Answer)

York is a beautiful ancient city in the county of Yorkshire in Northern England. It is famous for its Roman, Viking and Medieval history. There are lots of attractions for tourists to visit, including York Minster (a huge Gothic cathedral) and the Jorvik Viking Centre. You can travel around the city on guided tours, river trips and open-top bus tours. And don't forget to try traditional English tea, cakes and sandwiches at Bettys Café Tea Rooms. York offers a wide range of accommodation. You can stay in cheap or luxurious hotels, hostels, townhouses or B&Bs.

6b

- 1 1 is going to 5 are going to  
2 will 6 Will  
3 will 7 will  
4 will 8 am going to

- 2 2 He is going to go swimming.  
3 He is going to go hiking up a mountain.

- 4 He isn't going to eat sushi.

- 3 2 She is/She's going to tidy her room.  
3 He is/He's going to eat pasta.  
4 Oh no! The boat is/boat's going to sink!

- 4 2 They are travelling by plane.  
3 They are leaving on 22nd March.  
4 They are returning on 24th March.  
5 They are staying at a 3-star hotel.  
6 They are visiting the Statue of Liberty.  
7 They are going on a cruise on the Hudson River.

- 5 1 will 5 asks 9 would  
2 rains 6 went 10 would buy  
3 don't leave 7 got  
4 get 8 were

- 6 1 moves 5 won't get 9 say  
2 had 6 becomes 10 would  
3 will get 7 would ask travel  
4 have 8 were

- 7 1 C 3 A 5 C 7 C 9 C 11 A  
2 B 4 B 6 C 8 A 10 A 12 B

- 8 • I think it will rain tomorrow.  
• I think I won't take the bus to school tomorrow.  
• I think Chelsea will win their match tomorrow.  
• I am going to go to the beach this summer.  
• I am going to go on holiday this summer.  
• I am going to go shopping this weekend.  
• I am going to visit my grandparents this weekend.

6c

- 1 1 A 3 B 5 A 7 B  
2 C 4 C 6 B 8 A

- 2 1 F      2 T      3 F      4 NS
- 3 1 out      2 off      3 on      4 after
- 4 1 landscape      6 ropes  
2 bed and breakfast      7 raft  
3 spectacular      8 stalagmites  
4 cave      9 fantastic  
5 underground
- 5 1 range      3 footwear      5 equipment  
2 activities      4 towel, wet
- 6 1 2      2 1      3 2      4 1      5 3
- 7 1 spectacular landscape  
2 interesting attractions  
3 caves  
4 waterfall  
5 are going sightseeing  
6 visit the National Museum  
7 go shopping

**6d – CLIL TIME**

- 1 1 mad      4 look for      7 put out  
2 find      5 asleep      8 soft  
3 dark      6 creature      9 scared
- 2 1 look for      4 shine      7 shouted  
2 follow      5 explore      8 fell  
3 touch      6 laughed
- 3 1 What can I do for you  
2 I'd like some information, please  
3 Where is the museum exactly  
4 How much does it cost to get in  
5 Enjoy your visit

**4 (Suggested Answer)**

- A: Good morning! Bradley Town Model Village.  
How can I help you?  
B: Hello! I'd like some information, please.  
A: Certainly! What would you like to know?  
B: Could you tell me what your opening hours are?  
A: We are open weekdays from 9:30 am to 4:30 pm,  
and at weekends from 10 to 6.  
B: And how do I get there?  
A: Take the number 10 or 11 bus from the bus station.  
B: OK, that's great. How much does it cost to get in?  
A: Tickets cost £ 8 for adults and £ 5 for children.  
B: OK. Thank you for your help.  
A: You're welcome. Enjoy your visit.

**Writing**

- 1 **Where are you spending your holidays?**  
"I am on a school trip in Rome."  
**Is the weather as warm as it is here?**  
"The weather is warm and sunny. It is a bit chilly only  
at night."

**What are you going to do for the rest of your stay?**  
"This afternoon, we're going on a walking tour. First,  
we're going to the Colosseum and then we're walking  
up the Palatine Hill. Our teacher is taking us to a  
famous café afterwards."

- 2 A 2      B 4      C 1      D 3
- 3 1 O – Greetings from Rome!  
2 C – I've got to go now.  
3 O – Greetings from Rome! I'm on a school trip here.  
4 C – I've got to go now. See you when I get back.
- 4 1 I've got to go now.      4 chilly  
2 I can't wait.      5 that's OK  
3 Greetings from Rome!

**5 (Suggested Answer)**

- Para 1:** How's it going? Athens. Hotel, city centre.  
Rainy.  
**Para 2:** Walking tour, Acropolis, Ancient Market  
**Para 3:** Temple of Olympian Zeus, New Acropolis  
Museum  
**Para 4:** going swimming, indoor pool. Speak soon.

Hi Arthur,  
How's it going? I'm on a school trip in Athens. We  
arrived yesterday and we're staying in a lovely hotel in  
the city centre. It's near all the tourist attractions. It  
was quite warm yesterday, but unfortunately today  
it's raining.  
We're all looking forward to visiting the city today.  
This morning, we're going on a walking tour. First,  
we're going up the Acropolis and then we're going to  
walk down to the Ancient Market.  
Tomorrow morning, we're going to visit the Temple of  
Olympian Zeus, then in the afternoon we're going to  
visit the New Acropolis Museum. It's going to be great.  
We're all going swimming in the hotel's indoor pool  
now, so I'd better go. Speak soon.  
Peter

**7a**

1	F	N	R	I	D	E	E	F	L	G
	K	G	B	Q	H	S	X	C	A	O
	F	E	E	D	J	A	P	I	T	I
	C	M	Q	I	G	M	L	F	R	D
	L	C	L	V	M	P	O	X	Y	N
	I	A	K	E	O	E	R	J	R	P
	M	P	S	D	F	B	E	I	C	E
	B	B	P	H	W	F	R	V	Y	W
	T	L	E	X	P	L	O	R	E	P
	S	H	U	Q	V	Y	M	L	W	J

- 1 ride      3 dive      5 climb      7 explore  
2 feed      4 fly      6 try

**2 Across**

- 2 adventurers  
5 let off

**Down**

- 1 jungle hike  
3 destroy  
4 space

**Workbook Key**

- 3 1 brilliant 4 holiday 7 traditional  
 2 ancient 5 coral 8 rare  
 3 mysterious 6 colourful
- 4 1 spectacular 3 ruins 5 curious  
 2 challenging 4 experience
- 5 1 interesting 3 scary 5 difficult  
 2 boring 4 exciting

6	D	A	R	S	O	F	U	X	O	E	Z	C
	E	X	C	I	T	I	N	G	D	T	M	H
	Y	D	A	N	G	E	R	O	U	S	Z	A
	D	T	O	V	Y	S	G	Y	B	S	Y	L
	I	N	T	E	R	E	S	T	I	N	G	L
	T	H	R	I	L	L	I	N	G	R	W	E
	X	X	W	B	M	S	C	B	X	H	T	N
	A	O	Z	Z	E	C	I	P	O	W	C	G
	C	S	Y	O	K	A	A	O	I	P	T	I
	F	U	N	L	R	R	J	S	O	Z	M	N
	M	P	T	R	P	Y	B	O	R	I	N	G
	N	D	I	F	F	I	C	U	L	T	P	C

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

**8 (Suggested Answers)**

- explore a rainforest
- try skydiving
- I'd like to play rugby in an international match because I think it would be exciting
- I wouldn't like to climb Mount Everest because I think it would be too dangerous.
- I would like to drive a racing car because I think it would be thrilling.
- I wouldn't like to ride an elephant because I think it would be boring.

**9 (Suggested Answer)**

Last week, I went on holiday to the Bahamas and swam with dolphins! It was amazing! First, we took a beautiful yacht out to where the dolphins live. The water was really warm and the dolphins were so playful. Then we went scuba diving. We saw the coral reef and hundreds of colourful fish. We were hungry afterwards, so we ate salad, bread and cheese on the boat. It was a wonderful experience.

**7b**

- 1 1 eaten 4 sung 7 ridden 10 flown  
 2 driven 5 had 8 done 11 gone  
 3 seen 6 played 9 caught 12 visited
- 2 1 have been 5 haven't ridden  
 2 have done 6 haven't done  
 3 have gone 7 has taken  
 4 has even done 8 Have you had

- 3 1 never 3 already 5 since 7 for  
 2 just 4 yet 6 ever

- 4 1 A: Has Laura ever run 4 A: Have you tried  
 B: ran B: have gone

- 2 A: haven't eaten 5 A: has broken  
 B: had B: bought

- 3 A: has gone 6 A: Did you see  
 B: haven't had B: wasn't, has been

- 5 2 Did you walk to school this morning?  
 Yes, I did. / No, I didn't. I caught the bus.
- 3 Have your parents ever been to South America?  
 No, they haven't. / Yes, they have. They went to Brazil four years ago.
- 4 Did your friend do something interesting last weekend? No, he didn't. / Yes, he did. He went sightseeing.

**6 (Suggested Answer)**

Hi Tom,  
 How are you? I'm having a brilliant time skiing with my family in Chamonix, Switzerland. I have tried snowboarding, but I didn't like it. We haven't explored the town yet – we have been too busy on the slopes! But we have eaten some delicious meals.  
 Speak soon,  
 David

- 7 1 When dad came home we had already eaten dinner.  
 2 Ken was upset because he had lost the tennis match.  
 3 Mary started packing as soon as she had booked her tickets.  
 4 Carol got lost because she had taken the wrong run.

- 8 2 He was late for school because he had missed the bus.  
 3 Maria couldn't run the marathon because she had sprained her ankle.  
 4 Jane was tired because she hadn't slept well.  
 5 Michael lost the file because he hadn't saved it on his computer.

- 9 1 After they had arrived at the airport, it started raining.  
 2 After she had read a travel guide on Mexico, she decided to travel there.  
 3 After Jim had returned from his holiday, he showed everyone his photos.

- 10 2 had tidied 5 had taken  
 3 has just got back 6 has been  
 4 Has Gavin finished

- 11 1 was, had passed First action: had passed  
 2 got, noticed, had forgotten First action: had noticed  
 3 hadn't finished, arrived First action: had finished  
 4 had already made, suggested First action: had made

- 12 1 went 4 got  
 2 had never been 5 hadn't tried  
 3 had already seen 6 had experienced

13 Beverly and Joan decided to go to Paris last August. They had bought tickets two months before. Joan's mother had agreed to drive them to the airport. They got stuck in traffic because an accident had happened. They took a shortcut. When they arrived, the plane had already taken off. They were very disappointed because they had always wanted to go to Paris.

- 14 1 doesn't he 6 don't they 11 do we  
 2 isn't she 7 haven't they 12 aren't they  
 3 are you 8 didn't it 13 aren't we  
 4 do you 9 isn't it 14 isn't it  
 5 are we 10 does she 15 is he

- 15 1 isn't she, she isn't  
 2 can't she, she can  
 3 didn't he, he didn't  
 4 doesn't she, she does  
 5 have you, I haven't  
 6 won't she, he won't

- 16 1 haven't heard, called  
 2 did you go, visited  
 3 was walking, did you do  
 4 hasn't she, had forgotten  
 5 were you talking, has just moved  
 6 were you, was preparing  
 7 Did you manage, had broken down  
 8 didn't she, gave

### 7c

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

### 3 (Suggested Answer)

Story A: It's a knockout in Mexico!

Story B: Insects find a tasty meal!

- 4 A 4 B 3 C 2

- 5 1 fell asleep 4 waving  
 2 got on 5 tear  
 3 slipped/fell down 6 forgot

- 6 1 d 2 a 3 b 4 e 5 c  
 1 black eye 4 burst out laughing  
 2 spilt a drink 5 broke my nose  
 3 saw the funny side

- 7 1 embarrassed 4 rush 7 spicy  
 2 mirror 5 swollen 8 mistake  
 3 cheeks 6 sliding 9 naughty

- 8 1 after 2 out of 3 into 4 away with

- 9 1 a weekend for two 4 on the beach  
 2 climb to the top of 5 5-star hotel  
 3 for all ages 6 send a text message

### 7d – CLIL TIME

- 1 1 sight 3 species 5 access  
 2 harsh 4 tunnels 6 shady

- 2 1 e 2 f 3 d 4 b 5 c 6 a  
 1 speak in a group 4 small talk  
 2 little by little 5 turned bright red  
 3 make a phone call 6 hands start to shake

- 3 1 avoid 3 introduced 5 confident  
 2 experiences 4 conversation

- 4 1 e 2 d 3 b 4 a

### 5 (Suggested Answer)

A: Brian, what's your opinion about mountaineering in Peru?

B: I think it's exciting. I'd love to try it!

A: Personally, I think it's a bit dangerous.

B: Well, you need some experience, but instructors show you the best routes to follow.

A: I see what you mean, but what about avalanches?

B: Good point. That's why it's important to check weather conditions before starting out.

A: Yeah. I believe it's too risky to go out in bad weather.

B: Absolutely!

### Writing

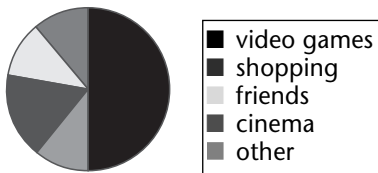
- 1 1 half of 4 Most 7 One person  
 2 20% 5 2 people  
 3 a few 6 the majority

- 2 3 TV every day  
 4 watch over 1 hour of TV every day  
 5 people watch over 3 hours of TV every day  
 6 prefers listening to music in their free time  
 7 like reading books at home, doesn't like reading books at home

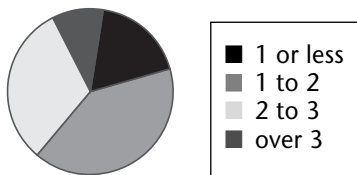
3 (Suggested Answers)

Free time at the weekend (number of people surveyed: 10)	
1 What is your favourite way to spend your free time at the weekend?	play video games: ✓✓✓✓✓ = 5 people = 50%
	go shopping: ✓ = 1 person = 10%
	meet friends: ✓✓ = 2 people = 20%
	go to the cinema: ✓ = 1 person = 10%
	other: ✓ = 1 person = 10%
2 How many hours of video games do you play at the weekend?	1 or less: ✓✓ = 2 people = 20%
	1 to 2: ✓✓✓✓ = 4 people = 40%
	2 to 3: ✓✓✓ = 3 people = 30%
	over 3: ✓ = 1 person = 10%
3 Do you like playing sport at the weekend?	Yes: ✓✓✓ = 3 people = 30%
	No: ✓✓✓✓✓✓✓ = 7 people = 70%

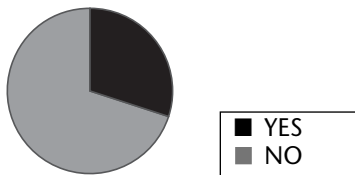
**SURVEY REPORT ABOUT WEEKEND ACTIVITIES**  
my classmates prefer



How many hours of video games they play



Like playing sport



I really wanted to know what people do in their free time, so I carried out a survey about what people do at the weekend. I asked ten people three questions. Here are the results of my survey.

The favourite weekend activity of half of my classmates is playing video games. 20% prefer meeting friends. A few people like to do other things.

One person likes to go to the cinema and one person likes to go shopping. Most people spend more than 2 hours playing video games at the weekend. Only 2 people spend 1 hour or less playing video games. The majority of people don't like playing sport. A few people do like playing sport, though.

8a

S	I	S	O	C	D	E	R	G	C	I
U	O	P	P	A	S	D	H	P	L	K
P	A	O	T	U	N	G	J	A	O	L
E	S	R	I	G	E	T	Y	T	T	C
R	D	T	C	Y	W	I	U	E	H	H
M	U	S	I	C	S	H	O	P	E	E
A	F	S	A	B	A	K	E	R	S	M
R	G	H	N	E	G	J	S	E	S	I
K	H	O	S	F	E	N	V	D	H	S
E	U	P	B	A	N	K	P	L	O	T
T	I	D	E	F	T	U	J	I	P	S
O	B	O	O	K	S	H	O	P	X	M

- |               |                   |
|---------------|-------------------|
| 1 bookshop    | 6 supermarket     |
| 2 sports shop | 7 clothes shop    |
| 3 chemist's   | 8 bank            |
| 4 optician's  | 9 baker's/ bakery |
| 5 music shop  | 10 newsagent's    |

2 Across

- PLAYGROUND
- BUTCHER'S
- LIBRARY
- JEWELLER'S

Down

- AQUARIUM
- CAFÉ
- FLORIST'S

- |            |           |          |
|------------|-----------|----------|
| 3 1 serves | 3 quiet   | 5 famous |
| 2 trails   | 4 bridges |          |

- |               |                  |          |
|---------------|------------------|----------|
| 4 1 family    | 4 nature lover's | 7 trendy |
| 2 picturesque | 5 hiking         | 8 local  |
| 3 north       | 6 energetic      | 9 cosy   |

- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 5 1 c | 2 e | 3 a | 4 b | 5 d |
|-------|-----|-----|-----|-----|

- |                         |                  |
|-------------------------|------------------|
| 1 fashionable boutiques | 4 local markets  |
| 2 narrow streets        | 5 tall buildings |
| 3 ancient city walls    |                  |

- |                   |              |          |
|-------------------|--------------|----------|
| 6 1 international | 3 lifestyle  | 5 trendy |
| 2 cosmopolitan    | 4 tree-lined |          |

7 (Suggested Answer)

Barcelona is a very popular city in my country because it offers everything a tourist could want. There are many trendy boutiques and shops, cosy cafés and restaurants serving local and international dishes. For those interested in culture, Barcelona has many interesting museums, including the Picasso and the Joan Miró museums.



**8b**

- 1 countable:** biscuit, apple, tomato, cherry, vegetables, egg  
**uncountable:** pasta, meat, coffee, bread, jam, butter
- 2** 1 a little            5 little            9 much  
 2 some                6 a lot of        10 Not much  
 3 lots of            7 some  
 4 too many        8 too much
- 3** 1 loaf        3 jar        5 can        7 packet  
 2 bag        4 carton    6 slice
- 4** 1 Everything    7 Everyone    13 some  
 2 something    8 some        14 an  
 3 some/a        9 something   15 anything  
 4 some/a        10 anything   16 some  
 5 a               11 a  
 6 some           12 something
- 5** 1 was            3 has been    5 Has ... been  
 2 is               4 is            6 were
- 6** 1 with    2 by    3 with    4 with    5 by
- 7** 1 haven't been booked    4 had been repaired  
 2 were planted            5 is made  
 3 be recycled
- 8** 1 A new hospital is being built by the city council.  
 2 Your parcel can be delivered by the courier on Tuesday morning.  
 3 The decision was made by our manager.  
 4 Several languages are spoken in Switzerland.  
 5 The invitations will be sent by Jenny.  
 6 BMW cars are made in Germany.  
 7 The exams were being handed out by the teacher when the fire alarm rang.  
 8 The door has been repaired.
- 9** 1 be thrown                    4 are made  
 2 be used                      5 is called  
 3 have been produced       6 are being released
- 10** 1 told                    3 said                    5 said  
 2 tell                    4 told                    6 say
- 11** 1 (that) they were going to Santorini that summer and that they hadn't been there before, so they had decided to book at a 5-star hotel for two weeks.  
 2 (that) the weather was terrible, it was constantly raining and that they couldn't do the things they wanted to.  
 3 (that) the seaside resort they had stayed in hadn't been that good, the staff had been rude and the facilities had been very limited. He didn't think they would go there the following year.

- 12** 2 He said that he had been at the market all morning.  
 3 Rebecca said (that) there wasn't any milk left in the fridge.  
 4 Frank told Sandra (that) they had been to the theatre the previous day.  
 5 He told us (that) he needed to go to the supermarket.  
 6 Louise told Thomas (that) she would buy some new clothes that day.  
 7 He told me (that) he was baking a cake.  
 8 Irene told Megan (that) she could borrow her laptop.
- 13** 1 Luke asked when she had begun playing tennis.  
 2 He asked how many gold medals she had won so far.  
 3 He asked her how often she trained.  
 4 He asked where she would travel for the next tournament.  
 5 He asked if she was planning to take part in the next Wimbledon tennis tournament.
- 14** 1 suggested                                    4 apologised  
 2 begged                                        5 advised  
 3 asked
- 15** 1 a little                                    6 carton  
 2 to help me                                7 had seen  
 3 any                                         8 something  
 4 was                                         9 the butcher's was  
 5 apologized
- 16** 1 B    4 A    7 A    9 C    11 C    13 A  
 2 C    5 A    8 A    10 B    12 C    14 A  
 3 B    6 C
- 8c**
- 1** 1 T            3 NS        5 F            7 NS    9 F  
 2 F            4 T            6 T            8 T    10 NS
- 2** 1 Kirkgate Market is on Vicar Avenue in the centre of Leeds, England.  
 2 When it first opened, it was an open-air market but now it has both an indoor and an outdoor shopping area.  
 3 The popular department store Marks & Spencer opened a penny bazaar in the outdoor market in 1884 and it is still there.  
 4 **(Suggested Answer)** I'd love to visit this market because I'm sure I'd find many interesting and useful things at good prices.
- 3** 1 up        2 round    3 down    4 across
- 4** 1 elevator                    3 steel                    5 mast  
 2 skyline                    4 space                    6 beams

- 5 a) 1 limit                      3 world                      5 nothing  
       2 heights                     4 knows

- b) 1 scared of heights  
    2 are nothing new  
    3 The sky is the limit  
    4 Who knows what's next  
    5 all over the world

- 6 1 1                      2 3                      3 2                      4 3

- 7 1 skyscraper                      4 spectacular view  
    2 tallest buildings              5 shopping mall  
    3 17th floor                      6 200 shops

**8d – CLIL TIME**

- 1 1 courtyard                      3 Colourful                      5 vegetables  
    2 fountain                      4 selection                      6 spices

- 2 1 area                      4 bin                      7 clean  
    2 wonder                      5 gases  
    3 transport                      6 recycle

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

- 4 1 Excuse me!                      3 Is it on the right?  
    2 What street was that?        4 You're welcome.

**5 (Suggested Answer)**

- A: Excuse me! How do I get to the train station?  
 B: Go down this street and turn right onto Cowper Street.  
 A: I'm sorry, what street was that?  
 B: Cowper. Go past the post office and turn right. The station is on your left.  
 A: On the left, did you say?  
 B: Yes, that's correct.  
 A: OK. Thank you very much.  
 B: You're welcome.

**Writing**

**1 Where would your perfect home be?**

"My ideal place to live is in a small town in the countryside."

**How does your ideal house look like?**

"The house of my dreams isn't too small and it isn't too big. Downstairs, there is a large living room with a huge, modern TV where the whole family can relax. My bedroom is upstairs and it has a great view of the beautiful garden."

**Is the neighbourhood surrounded by facilities?**

"The ideal neighbourhood has got three-line streets and parks, but it also has shops and a few lively places like a cinema and a cool café to hang out with his friends."

- 2 2 large                      5 beautiful                      8 cool  
    3 modern                      6 tree-lined                      9 friendly  
    4 great                      7 lively

**3 (Suggested Answers)**

Location and House	busy city, top floor of a modern block of flats, great view of city, huge bedroom
Neighbourhood and people	lively cafés, friendly people, leisure centre, trendy shops, local parks
Why I like this place	lively, fun, exciting

- 4 Dear Steve,  
 How are you? Thanks for your email and sorry for the late reply.  
 My ideal place to live is in the middle of a busy city. My home is the top-floor apartment in a modern block of flats. In the living room, there are all the latest gadgets. My bedroom is huge and there is a great view of the city from the balcony. My neighbourhood has got plenty of trendy shops in which to buy clothes and lively café's where I can have a drink. There is a supermarket for shopping and a leisure centre where I can go swimming. There is also a park where I can go for a run each morning. The locals are friendly and don't mind helping each other out.  
 This is my ideal place to live because it's exciting and it has everything you need. Well, I've got to go now!  
 Talk to you later,  
 George

# Teacher Guidelines

Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. You can follow these steps:

## Step 1

Decide on the presentation topic. Remember to take into account the situation and the target audience. It is also important to decide on the type and purpose of the presentation, as this will determine the style and the language used.

## Step 2

Divide the class into work groups, so that they can collaborate and give each other feedback as they create the presentation. You can help them decide which role each student will take: for instance, who will do the research? Who will write the presentation? Who will look for visuals, quotations etc?

## Step 3

Tell the students to read the texts assigned or brainstorm for ideas, and make notes in their notebooks.

## Step 4

Remind your students about the importance of a well-organised presentation, which consists of an introduction, main body and conclusion. At this point, students should start organising their notes into spidergrams or diagrams.

## Step 5

Have the students start working on the content of the presentation (expanding their spidergrams/diagrams into paragraphs), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations etc.

## Step 6

Ask students to write their presentation script and submit it to you for feedback. Check for language (correct use of grammar and lexis), clear organisation of ideas, appropriacy, style and flow.

## Step 7

Encourage students to use presentation software (such as PowerPoint® or Keynote®) if they wish to support and highlight their points and make their whole presentation more lively.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but should maintain consistency from slide to slide (the same colours, logo, types of animation etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

## Step 8

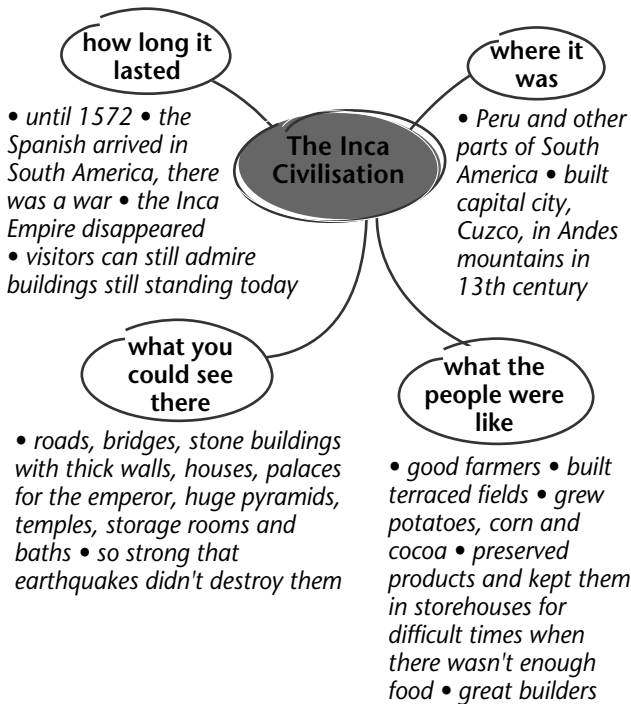
Show how important it is for students to rehearse first, in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation.

Students are now ready to deliver their presentation.

**NOTE:** You can decide how many and which presentations your students will prepare and present in front of an audience, depending on their level and the number of teaching hours.

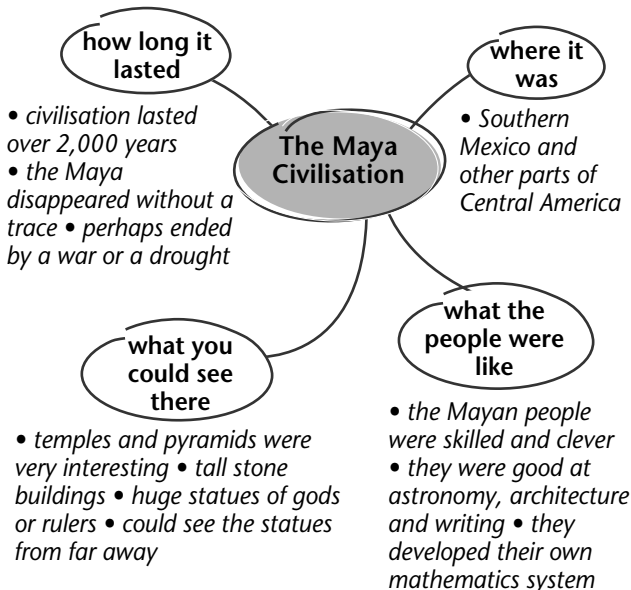
**Presentation Skills 1 – Ancient Civilisations**

1 b)



- 2 a) **Opening technique:** addressing the audience  
**Closing technique:** asking a rhetorical question
- b) **Feedback technique:** focus groups

3 b) Suggested answer



4 a) **Introductions:** B, C      **Conclusion:** A

b) A 2                      B 1                      C 3

5 Students find images of Mayan statues, buildings or other artefacts.

6 **Suggested answer**

Good afternoon. I am Colin Franklin. The Maya were one of the most mysterious and interesting civilisations that ever existed. Why? ... Well, there are many reasons!

The Maya were an ancient people that lived in Southern Mexico and other parts of Central America. The Mayan people were skilled and clever. They were very good at astronomy, architecture and writing. In addition, they developed their own mathematics system.

The temples and pyramids in Mayan cities were very interesting. They were made of stone and were very tall. They decorated the temples and pyramids with huge statues of their gods or their rulers. They were so big that people could see the statues from very far away.

The Mayan civilisation lasted a very long time; over 2,000 years. Unfortunately, the Maya disappeared without a trace. Was it because of a war or a drought? No one really knows what happened for sure but it certainly is a fascinating mystery!

To conclude, the Maya were a group of people that lived in Central America for around 2,000 years. What if you could go back in time and see what life was like for the Maya? Wouldn't that be interesting?

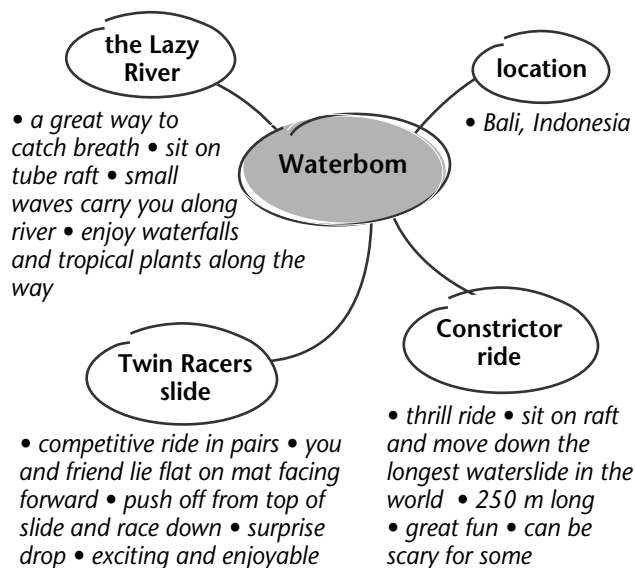
Now let's have a quiz in two teams. Team A: Where did the Maya live? ... Southern Mexico and parts of Central America, right! Team B: What were their temples and pyramids made of? ... Stone, yes! Team A: How long did the Mayan civilisation last? ... Over 2,000 years, that's correct! Last question for team B: Why did the Maya disappear? ... You're right - no one knows. Well done both teams. It's a draw!

I am happy to answer any questions you have. ... Thank you for your time.

## Presentation Skills 2 – An Amusement Park

1 a) Type of presentation: informative and persuasive

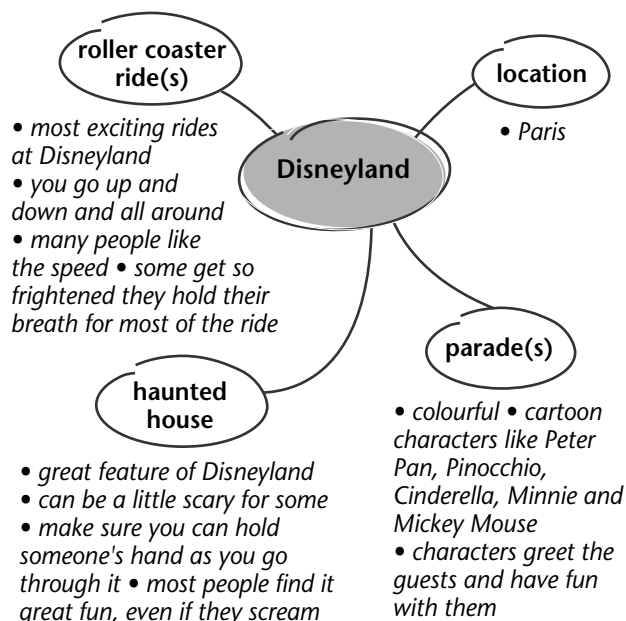
b)



2 **Opening technique:** addressing the audience  
**Closing technique:** making a statement

3 **Feedback technique:** a polling question

4 b) **Suggested answer**



5 a) **Introduction:** B

**Conclusion:** A

b) A 2

B 1

6 a) **Feedback technique:** focus groups

b) **Alternative feedback technique:** making a list  
All right, can you help me make a list of some of the things to see and do at Disneyland?  
**P**-arades, **H**-aunted **H**-ouse, **R**-oller **C**-oaster **R**-ides, excellent!

7 Students find pictures of Disneyland attractions.

8 **Suggested answer**

Good afternoon! I am Jodie Swift. Imagine your dream holiday. Everything fills you with joy. Can you picture it? Well, Disneyland might be just the place!

Disneyland is one of the most fun places in the world. If you like Disney films, you are going to love the colourful parades! All the cartoon characters are there: Peter Pan, Pinocchio, Cinderella and Minnie and Mickey Mouse. These characters greet the guests and have fun with them.

The haunted house is another great feature of Disneyland. It can be a little scary for some, so make sure you can hold someone's hand as you go through it! Of course most people find it great fun, even if they scream!

The most exciting rides at Disneyland are the roller coasters. You go up and down and all around. Many people like the speed of the roller coasters, but some get so frightened they hold their breath for most of the ride!

In conclusion, Disneyland is an amazing theme park with wonderful parades, a scary haunted house and exciting roller coasters. I'll never forget the first time I visited it. It was a dream come true! That's why I decided to work for Disneyland when I got older.

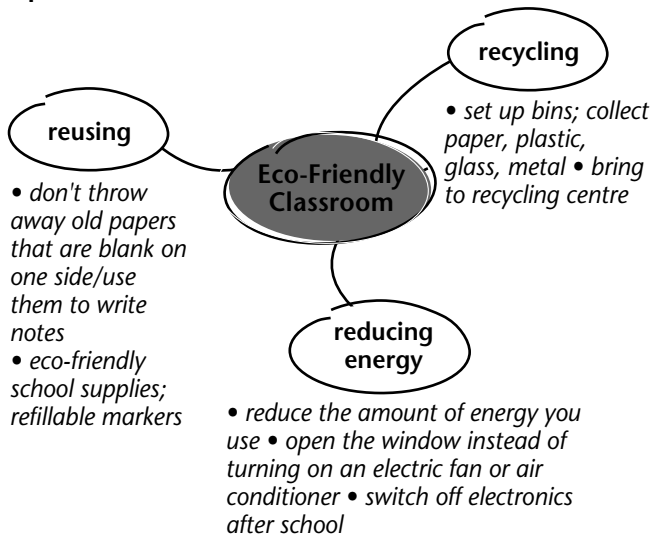
Now let's talk about Disneyland. What impresses you most about it? ...

Do you want to ask me any questions? ... If you are interested in going to Disneyland, please put your name on this list!

Thank you very much.

### Presentation Skills 3 – Eco-Friendly Homes

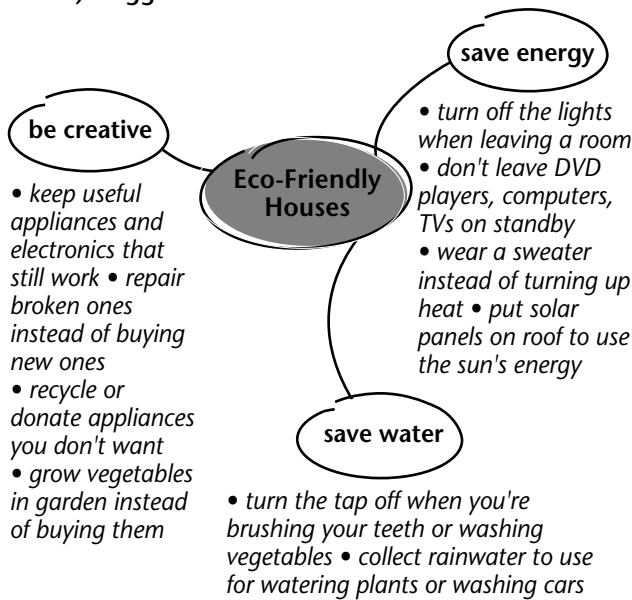
1



2 **Opening technique:** addressing the audience  
**Closing technique:** asking a rhetorical question

3 **Feedback technique:** making a list

4 b) **Suggested answer**



5 a) A 2

B 1

b) A 1

B 2

6 Students find pictures of people saving energy, saving water etc.

7 **Suggested answer**

Good afternoon. I'm Patrick Hansen. Imagine you're outside. Cars and factories pollute the air around you. The temperature of the Earth is rising. We have to do something now – and the best place to start is at home!

One way to make your house more eco-friendly is by saving energy. You can do this by turning off the lights when you leave a room and by not leaving DVD players, computers and TVs on standby when you're not using them. You can also wear a sweater instead of turning up the heat when it's cold. In addition, you can put solar panels on the roof of your home to use the sun's energy.

Another way to make your home environmentally friendly is to save water. One thing you can do is turn the tap off when you're brushing your teeth or washing vegetables. You can also collect rainwater to use for watering plants or washing cars.

Finally, you can make your home more eco-friendly by being creative with your resources. For example, keep useful appliances and electronics that still work, or repair them if they are broken instead of buying new ones. If you don't want an appliance any more, you can donate or recycle it. You can also grow vegetables in your garden instead of buying them at the supermarket.

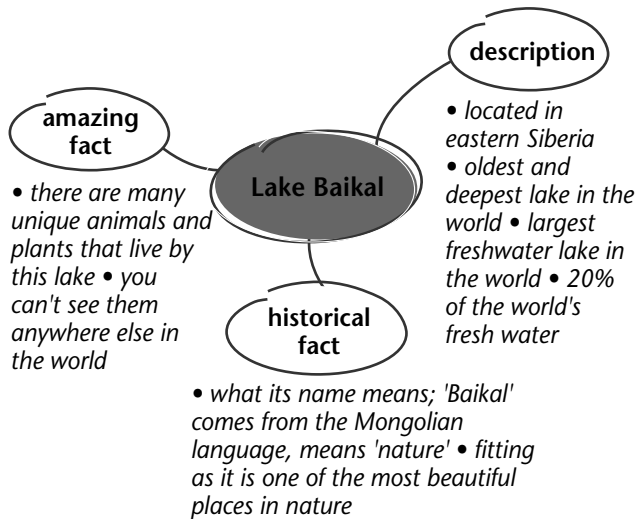
In summary, saving energy and water and being creative can help make the world a better place. Our planet is our future. Let's all try to save it.

Now I want to hear your opinion. What is the best way to make your home more eco-friendly? ... Why? ...

Does anyone have a question to ask? ... Thank you all.

**Presentation Skills 4 – Natural Wonders of the World**

1

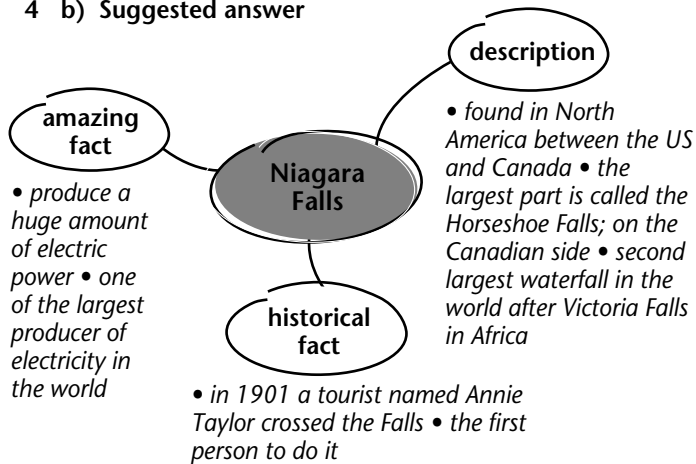


2 **Opening technique:** using a riddle  
**Closing technique:** asking a rhetorical question

3 a) **Feedback technique:** open discussion

b) **Alternative feedback technique:** polling questions  
 Now I want to hear from you. How many of you want to visit Lake Baikal? ... Great, everyone! How many of you want to see the clear water? ... Wow, a lot of you! How about the animals and plants? ... That's fantastic!

4 b) **Suggested answer**



5 a) **Introduction:** B                      **Conclusions:** A, C

b) A 2                      B 1                      C 3

6 Students find pictures of Niagara Falls.

7 **Suggested answer**



Good morning. My name is Clark Hoffman. I want you to look closely at this picture of pristine water. Look at how it flows from the top and splashes at the bottom. This is Niagara Falls, one of the natural wonders of the world.

Niagara Falls is found in North America between the US and Canada. The largest part is called the Horseshoe Falls, which is on the Canadian side. Niagara Falls is the second-largest waterfall in the world after Victoria Falls in Africa.

An historical fact about Niagara Falls I find quite interesting happened in 1901. A tourist named Annie Taylor bravely crossed the Falls. She was the first person to do it!

One fact that might surprise you about Niagara Falls is its incredible power. The Falls produces a huge amount of electric power. In fact, Niagara Falls is one of the largest producers of electricity in the world!

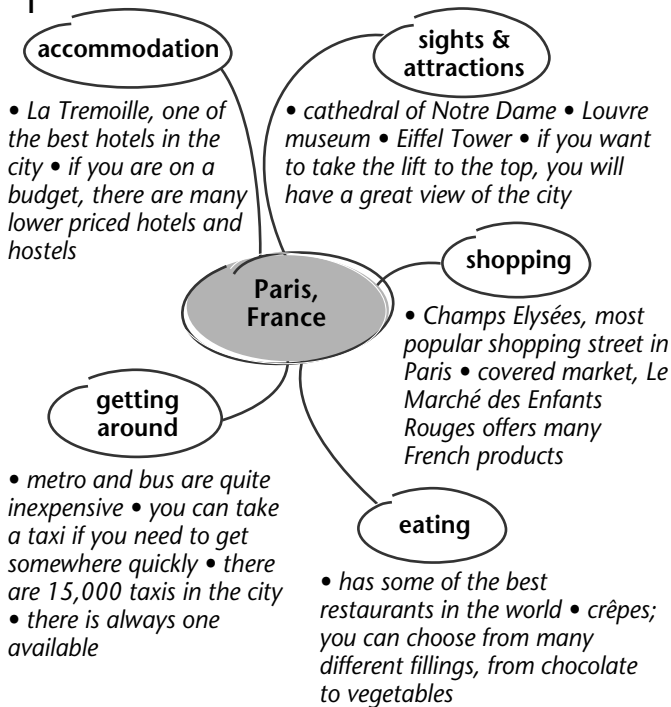
To sum up, Niagara Falls is a beautiful and powerful natural wonder with a fascinating history. This is why millions of tourists from all over the world visit it every year.

Please get into groups of 3 and talk about Niagara Falls. What do you find most interesting about it and why? ...

Any questions? ... Thank you for your time.

## Presentation Skills 5 – A Tourist Destination

1



- 2 a) **Opening technique:** stimulating emotions  
**Closing technique:** making a statement
- b) **Feedback technique:** polling questions
- 3 b) **Suggested answer**



- 4 a) **Introductions:** A, C      **Conclusion:** B  
 b) A 2                      B 1                      C 3

5 Students find pictures of famous sights in London such as Big Ben, Buckingham Palace, the Tower of London etc.

6 **Suggested answer**

Hi, everyone! I'm Leslie Scott. Listen to this song:

Do you know the muffin man,  
 The muffin man, the muffin man,  
 Do you know the muffin man,  
 Who lives on Drury Lane?

This children's rhyme is well-known all over the world, but did you know there really is a Drury Lane? It's true, and today we're going to see it on our tour! And who knows? We might even see the muffin man, too!

London is full of amazing sights. First, we're going to have a look at Big Ben and Westminster Abbey. They are really beautiful. Then we'll go to the Tower of London where the Crown Jewels are kept. Later, we're going to see the stunning Buckingham Palace where you can watch the 'Changing of the Guard' ceremony. Doesn't that sound great?

If you love shopping, London is the place for you. This afternoon, we are going to visit Oxford Street, Europe's longest high street. There are over 300 shops in it! The city itself has over 40,000 shops to keep you busy. For those who enjoy markets, Camden Lock Market is a great way to spend a Saturday!

Maybe you already noticed that London has restaurants with food from all over the world. Well, there are over 270 nationalities in London, so there are many different foods to try! Of course, you must have some fish and chips, too. They're the Brits' favourite food!

If you need to get around, it's quite easy in London. You can take the 'tube' – an underground train system – or a red double-decker bus. You can also take a black cab, as the 'cabbies' know every street in the city!

If you need a place to stay, you have a wide variety to choose from. You can stay at a luxurious hotel, a bed and breakfast or anything in between! There are many options for every budget.

To sum up, the sights and sounds of London are sure to please, as there's something here for everyone to enjoy. In fact, my first visit to London was so wonderful that I decided to move here!

What are you most looking forward to on today's tour? ... Yes? ... The Tower of London, great! Anyone else? ... Oxford Street, brilliant!

Do you want to ask me anything before we start the tour? ... Thank you!



## Presentation Skills 6 – Keeping our Planet Clean

1



- 2 **Opening technique:** using visuals  
**Closing technique:** addressing the audience & making a statement

- 3 a) **Feedback technique:** open discussion  
 b) **Alternative feedback technique:** focus groups  
 Now please get into groups of 4. I want you to talk about which solution you like most and why. ...

4 b) **Suggested answer**



5 a) **Introduction:** A                      **Conclusions:** B, C

b) A 2                      B 1                      C 3

6 Students find images showing people keeping their neighbourhood clean such as planting trees and flowers, recycling, using public transport and/or using a bicycle.

7 **Suggested answer**

Good afternoon. My name is Michelle Logan. I want you to imagine a place full of rubbish without any trees. This frightening image could become our neighbourhood if we don't do something to make it better.



Firstly, we all need to get into the habit of reusing and recycling. This means thinking of different ways to use an item before throwing it away. If you can't, then recycle it using the recycle bins in our neighbourhood. They look like this.

Another way to help our neighbourhood is to organise a clean-up day. Why not get everyone, friends and neighbours, involved? Together we can all clean up the rubbish from our parks and streets. Wouldn't that be great?

To make our neighbourhood more beautiful, we should plant lots of flowers and trees. Trees also give us oxygen which means cleaner and fresher air for all of us.

Most people in our neighbourhood own a car. The problem with cars is that they give off harmful gases. Instead, ride a bicycle or use public transport to get around. This is not only great for the environment, but our bodies too!

The last and most important tip I want to share with you is to set a good example. If someone sees you picking up rubbish from the ground, they might do the same thing.

Overall, if we are following these tips, we are doing our part to keep our neighbourhood clean. Remember that making a difference begins with you!

Let's complete this list. The initial letters will help you.  
 To keep our neighbourhood clean we need to:  
**R**-euse  
**R**-ecycle  
**C**-lean-up  
**P**-lant flowers  
**P**-lant trees  
**N**-ot use cars  
**S**-et an example  
 Great work!

Are there any questions? ... Thank you for your time.

**Language Review 1**

**1a**

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

1 cut, in half                      4 put on weight  
2 chat on the phone              5 catch the bus  
3 hang out with friends

2 1 sign      3 long      5 wear  
2 throw      4 Office

**1c**

3 1 worry                              3 argue  
2 complain                            4 additional

**1d**

4 1 b                              2 a                              3 a

**Across Cultures**

5 1 demanding                      3 elements  
2 maintain                          4 champion

**CLIL Time**

6 1 community                      3 create  
2 encourage                          4 improve

**Prepositions**

7 1 at      3 with      5 to      7 on  
2 in      4 about      6 for      8 of

**Language Review 2**

**2a**

1 1 promote      4 hurt                      7 arrested  
2 settled      5 end  
3 unite      6 saved

**2c**

2 1 powerful      4 eruption      6 mysterious  
2 Boiling      5 legend      7 wonder  
3 sleeping

**2d**

3 1 b                              2 b                              3 a

**Across Cultures**

4 1 brave      3 cruel                      5 new  
2 strong      4 free

**CLIL Time**

5 1 civilisation      3 statues      5 system  
2 buildings      4 drought      6 disappeared

**Prepositions**

6 1 in      2 to      3 in      4 of      5 at      6 of

**Language Review 3**

**3a**

1 1 costumes      3 fireworks      7 ancient  
2 live      4 fantastic

2 1 Take      3 prepared      5 take  
2 open      4 paint      6 wear

**3c**

3 1 greeting                              5 screamed  
2 believe                                  6 Hold  
3 holding                                  7 try  
4 family                                  8 characters, life

**3d**

4 1 a                              2 a                              3 a

**Across Cultures**

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

**CLIL Time**

6 1 procession      4 races                      7 matches  
2 celebrated      5 competed  
3 lasted      6 carried

**Prepositions**

7 1 to      2 at      3 at      4 of      5 for

**Language Review 4**

**4a**

1 1 take      5 mop      9 do      13 attend  
2 lay      6 tidy      10 do  
3 do      7 make      11 take  
4 Hoover      8 iron      12 Send

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

**4c**

3 1 happen      3 protect                      5 change  
2 wear      4 fall off

**Across Cultures**

4 1 respect      4 packed                      7 use  
2 make      5 long                          8 take  
3 tough      6 chew

**CLIL Time**

5 1 pollute      4 grow                          7 donate  
2 turn off      5 running                      8 throw  
3 save      6 put                              away

**Prepositions**

- 6 1 of 3 on 5 at 7 on  
2 for 4 on 6 in

**Language Review 5**

**5a**

- 1 1 f 2 d 3 e 4 a 5 b 6 c  
1 huge forest 3 rare birds  
2 sandy beaches 4 boat tours

- 2 1 VALLEY 4 COAST 7 MOUNTAIN  
2 FOREST 5 WATERFALL  
3 LAKE 6 ISLAND

Hidden word: VOLCANO

**5c**

- 3 1 dry 3 freezing 5 tracks  
2 Average 4 freeze

**Across Cultures**

- 4 1 deep 3 clear 5 wonders  
2 famous 4 electric  
5 1 cross 4 contains  
2 comes from 5 exist  
3 lies between 6 means

**CLIL Time**

- 6 1 deep 3 range 5 volcanic  
2 Bad 4 gentle 6 floods

**Prepositions**

- 7 1 on 3 in 5 of 7 on  
2 by 4 in 6 of

**Language Review 6**

**6a**

- 1 1 cosmopolitan 5 amusement  
2 precious 6 art  
3 luxurious 7 accommodation  
4 historic

- 2 1 miss 3 see 5 single  
2 lively 4 trip 6 problem

**6c**

- 3 1 cave 6 wetsuit  
2 raft 7 towels  
3 tent 8 worm  
4 rope 9 stalactites  
5 helmet

**Across Cultures**

- 4 1 famous 3 best 5 cold  
2 tiny 4 miniature  
5 1 vehicles 3 light up 5 scenes  
2 tiny 4 hidden

**CLIL Time**

- 6 1 crying 3 exploring 5 followed  
2 fell asleep 4 touched

**Prepositions**

- 7 1 in 3 in 5 for  
2 by 4 in 6 on

**Language Review 7**

**7a**

- 1 1 Exploring 4 resorts 7 destroys  
2 ride 5 popular 8 traditional  
3 ancient 6 views

**7c**

- 2 1 swollen 5 walked 9 rush  
2 waved 6 burst out 10 sliding  
3 slip 7 spilt  
4 fall 8 tear

**7d**

- 3 1 b 2 a 3 b

**Across Cultures**

- 4 1 shady 3 busy 5 harsh  
2 wet 4 wonderful

**CLIL Time**

- 5 1 c 2 a 3 d 4 b 5 e  
1 eye contact 3 handshake  
2 small talk 4 join a team

**Prepositions**

- 6 1 in 2 by 3 of 4 on

**Language Review 8**

**8a**

- 1 1 quiet 4 ancient 7 trendy  
2 modern 5 rich 8 international  
3 tall 6 narrow

## Language Review Key

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2 1 e    2 a    3 c    4 b    5 d

- 1 tree-lined streets    3 cosy cafés  
2 picturesque city    4 fashionable boutiques

### 8c

- 3 1 comes from    4 developed  
2 shopping    5 living  
3 invent

### Across Cultures

- 4 1 a    2 d    3 b    4 e    5 c  
1 herbs and spices    3 local people  
2 fresh fruit    4 colourful market

### CLIL Time

- 5 1 organise    3 throw away    5 Set  
2 plant    4 Avoid    6 recycle

### Prepositions

- 6 1 in    3 in    5 of    7 of  
2 in    4 to    6 at    8 for

## Module 1

### ➤ Exercise 5 (p. 9)

#### Dialogue A

- A: Where are your little brothers?  
 B: Martin's playing with his skateboard.  
 A: Ok, and Billy?  
 B: Billy is using the swings with his friends.  
 A: Alright. Why don't you play a game with your sister. She's a bit bored.  
 B: Sure thing! We can play hide and seek. She loves that.

#### Dialogue B

- A: Wow! We've got great seats!  
 B: Yes, I know.  
 A: Look the game is starting! The players are walking onto the pitch.  
 B: Yeah and here we are right at the front, watching every play.  
 A: I hope our team wins today.  
 B: Me too.

#### Dialogue C

- A: Hey Harry! Do you want to play basketball?  
 B: Sure. But we don't have enough players to play a game. We need two more.  
 A: We can ask Tom and Bill to join us after their tennis match.  
 B: Okay.

### ➤ Exercise 7 – Dictation (p. 9)

Dimitri lives in Saint Petersburg, Russia. He goes to school every Monday to Saturday at 8 am and comes home at 3 pm. In the evenings he also has extra English and Science classes. Dimitri usually does his homework in the evenings before dinner. In his free time he plays ice-hockey and does Karate. Dimitri loves Karate and often takes part in competitions. Dimitri has two sisters and gets on well with everyone in his family.

## Module 2

### ➤ Exercise 3 (p. 16)

#### Dialogue A

- A: So how do you like the tour so far?  
 B: Oh, I think the ancient statues and works of art are amazing.  
 A: I know and the dinosaur exhibit was very original too.  
 B: I can't wait to go to the gift shop later and buy some souvenirs.  
 A: Me too.

#### Dialogue B

- A: Wow! These paintings from the 13th century are so beautiful!  
 B: I know. What a display!  
 A: It's too bad cameras are not allowed. We could take some pictures.  
 B: Well, we can always buy prints of the works of art from the gift shop.  
 A: Yeah, that's true.

#### Dialogue C

- A: What an impressive place! Can you believe kings and queens used to live here?  
 B: Yes, I can. Look at these old paintings and works of art in each room.  
 A: Let's walk around first and then we can visit the courtyard and garden.  
 B: I also want to buy a souvenir book of all the collections and exhibitions.  
 A: Okay. We can go to the gift shop later.

### ➤ Exercise 9 – Dictation (p. 17)

Hercules was a great hero in Greek mythology. The story says that he was a very strong man. Hercules was tall and well-built. He was very brave. He killed many beasts and won many battles. He was also clever and patient. Hercules was the only hero to become a god. He was a legend.

## Module 3

### ➤ Exercise 3 (p. 24)

#### Dialogue A

- A: Wow! Isn't the music amazing? I'm having so much fun right now. It's like one huge party!  
 B: It sure is. It's my first time at a live performance. What's the lead singer's name again?  
 A: Oh, his name's Andy. He's also a great guitarist. Look at them on the stage! These guys are truly the best band in the world.  
 B: I like them, too. I'm not sure, but didn't they also perform at a festival last year?  
 A: Yes, they performed at the Glastonbury festival last summer.  
 B: Oh, that's right. My sister went, and she really loved them!

#### Dialogue B

- A: Look at all the costumes everyone is wearing. They look great! I don't really like what I'm wearing, though. It's so uncomfortable!  
 B: Oh, come on James. Your costume's great! Mine is boring. I should be performing at the theatre with what I'm wearing!  
 A: Maybe you should. You know, I think dressing up as superman wasn't a good idea. It's not that original.  
 A: Why did you wear it, then?  
 B: Well, I found it at one of the stalls at a street festival I went to. It was at a good price and I didn't want to spend more money on another costume. Plus, I like superman...but, I can't wait to get out of this thing!  
 A: Oh, stop complaining now. Enjoy yourself! This was actually a good theme for Fred's birthday. I might do the same for mine.  
 B: Well, I won't be dressing up, that's for sure!

#### Dialogue C

- A: Hi, Lisa. Fancy bumping into you here. I didn't know you liked rock music.

- B:** Hi, John. Well, in fact, I do. I go to rock concerts quite often.
- A:** Is that so? You should come to the Black Keys concert with me next Saturday, then.
- B:** Really? I'd love to. Do you know if there are any other performances going on today?
- A:** Well, there's a comedy act in about an hour. It's in a venue a couple of blocks from here. And, there's also some great theatre performances, too. We should check them out.
- B:** OK. Sounds like a great idea!

➤ **Exercise 7 – Dictation (p. 25)**

Last week, we went to Paris, France to attend the celebrations of Bastille Day. It was amazing! In the morning, we watched the Grand parade at the famous Champs-Elysees Avenue. In the afternoon, we enjoyed the firework display at the Eiffel Tower and listened to live music. I took a lot of photographs! In the evening, we went to different cultural events. We all had a fantastic time!

**Module 4**

➤ **Exercise 3 (p. 32)**

- Tony:** Hi Vincent. How was your summer?
- Vincent:** Great! I went to summer camp at Golden Lake.
- Tony:** Oh really? When did you go?
- Vincent:** In July. The camp is open all month, but I went for the last two weeks. Each camp lasts for one week.
- Tony:** Did you like it?
- Vincent:** Yes, I did. It was really fun. We camped in tents, made campfires, and hiked up the mountain. We needed to bring our own hiking boots, but the camp gave us sleeping bags and tents.
- Tony:** What did you do each day?
- Vincent:** We had swimming lessons in the morning. Then, we had some free time in the afternoon. In the evenings, we gathered around the campfire and told funny stories until bedtime.
- Tony:** How were the other children?
- Vincent:** They were pretty cool. Most of them were between 13 and 15. I made a good friend. His name is Carlos. He is 14.
- Tony:** What was he like?
- Vincent:** He was friendly and funny, but he was lazy sometimes.

➤ **Exercise 8 – Dictation (p. 33)**

On Saturdays, I usually wake up at about 9 am. I have breakfast and then I help my mum with the shopping. After that, I play tennis. I come home for lunch at 1 pm. In the afternoon, I usually hang out with my friends. After dinner at 7 pm, I do the washing-up. In the evenings, I watch TV or a DVD.

**Module 5**

➤ **Exercise 4 (p. 40)**

**Speaker A**

I love summer more than any other season because of the warm weather and endless fun. The best part is that school is closed for two months. I have time to relax and do whatever I want with my friends. I also really enjoy doing outdoor activities.

**Speaker B**

Summer is a great time to have fun with your friends and family. I always visit fun places in the city like the zoo, local pool, concerts, theme parks and many others. But my favourite thing is summer camp. There I play games, do sports and go swimming at the beach. It's so much fun!

**Speaker C**

Summer is a great time for kids, no doubt, I loved it when I was younger. I enjoyed taking trips to the beach and playing in the park with my friends. But now, as an adult I prefer colder weather. Lying on the beach or doing activities under the hot sun makes me miserable. I feel more alive when it's windy, stormy and even rainy!

➤ **Exercise 9 – Dictation (p. 41)**

Antarctica is the fifth largest continent and has an area of 14 million km<sup>2</sup>. Almost all of Antarctica is covered with ice which is over a kilometre and a half thick. It is the coldest, driest and windiest place on Earth. Scientists consider it to be a desert because it gets very little rain. The only people who live there are scientists and researchers. The only large animals that live there are penguins and seals and there aren't many plants either.

**Module 6**

➤ **Exercise 6 (p. 49)**

Are you tired of the same old walking or beach holiday? Well, why don't you try a cruise to Alaska? It is a holiday you are sure to remember. The cruise ship leaves from San Francisco, but it is going to make stops in Seattle and Vancouver before it continues on to its destination. You aren't going to sunbathe or swim in the sea, but you are going to see glaciers and take lots of pictures. During your cruise, you are going to enjoy many free activities such as ice-skating and dancing. For a small fee, you can go rock climbing on our 30-metre wall. The cruise begins on 28th September and ends on 18th October. You can book your tickets at your local travel agency or call us at 800 233 2467. For a better deal, book your tickets on our website: [www.alaskatrips.com](http://www.alaskatrips.com). Don't wait! Book now!

➤ **Exercise 7 – Dictation (p. 49)**

Hi Patrick,  
Greetings from Ireland! It's amazing here. It's a really beautiful country. It's got some spectacular landscape and

interesting attractions. Yesterday, we visited caves where we saw an underground waterfall. It was great! Today, we are going sightseeing in Dublin. We are going to visit the National Museum and then we are going to go shopping. It's a pity you aren't here.

See you soon,  
Andy

## Module 7

### ➤ Exercise 4 (p. 58)

#### Speaker A

It was an adventure of a lifetime! The first time I ever did something so extreme! I was so nervous before doing it, my heart was beating so fast. I tried not to think in a negative way, but I wasn't sure if I was doing the right thing or not. What if I fell? Anyway, my instructor told me everything would be fine and that he would be with me the whole time. After the jump, my adrenaline was rushing and I just kept screaming- from the excitement, of course! I felt like a bird, high up in the air! When we landed, I was so glad that we were safe. I hugged my instructor and thanked him for everything. I would definitely recommend this to anyone who's brave enough to do it.

#### Speaker B

Swimming in the deep can be quite a challenge, however there are some amazing creatures living in our seas and oceans that are really worth seeing! Of course, it's even better if you can photograph them, especially up close. Dolphins, for example, are sociable creatures and won't mind being photographed. But, remember to only photograph them when they approach you first. Otherwise, if you rush, you might scare them away! It's important for your camera to have good light and to turn your flash on when you are close to what you're photographing. Also, make sure you're at the same level with what you're photographing; don't do it from the surface of the sea.

#### Speaker C

I won this awesome trip to the Bahamas and of course, because I love the water, my first thought was to visit Atlantis resort. The marine life there is incredible! The water was crystal clear, and because I'm quite good at moving underwater, I don't mind being in the deep. So, when a pod of dolphins came close to me, I asked my best friend, Alicia, to take a picture. I was so happy, I couldn't stop smiling. These beautiful creatures are so friendly and clever. Being under the sea, close to these amazing mammals is an unforgettable experience!

### ➤ Exercise 9 – Dictation (p. 59)

And now for this week's competition corner! Win a weekend for two at the popular holiday resort of Blackpool. Climb to the top of Blackpool Tower, then visit the Blackpool Pleasure Beach – the amusement park for all ages – and don't forget to ride the famous Blackpool donkeys on the beach!

You will stay in a 5-star hotel!

For your chance to win, just send a text message with your name and telephone number to 0161 452 7992.

## Module 8

### ➤ Exercise 6 (p. 69)

*Speaker A:* Hi, Jake. How are things? I didn't see you at football practice on Saturday.

*Speaker B:* Hi, Mark. I'm OK. A little tired, though. I didn't come to football practice because my family and I were moving house that day. We left our apartment because we needed more space. My parents found this great house with a garden in a larger neighbourhood. It's on a very clean street, too.

*Speaker A:* Wow! That's nice. So are you close to the school?

*Speaker B:* Actually, no. My parents have to drive me now. The bus is not very frequent, so I can't take it. It was so much easier when I could walk to school. I guess you can't have everything (laughs).

*Speaker A:* That's true. So, do you have any shops around there? Is there a mall? A cinema?

*Speaker B:* Well, there's a supermarket and a bakery about a block from where I live, so they're walking distance, which is convenient. But, to get to the mall and the cinema, I have to rely on transport. The good thing is that I'm across from the park, and the park is huge! I can do so many activities there in my free time. It's very healthy to live close to a park, you know.

*Speaker A:* That sounds nice. But, you seem to be in the middle of nowhere. The great thing about my neighbourhood is that I'm close to everything; shops, cinemas, banks, the market, and the hospital. However, because my neighbourhood is big, it's not very quiet and that can sometimes be annoying.

*Speaker B:* Well, you are close to town, and it's noisy because too many people are using their cars. The traffic in your area is terrible, and think of all that air pollution!

*Speaker A:* Well, you have a point there. But, come on, our town has made some really positive changes recently. They've planted more trees and added more recycling bins across town, so you can't complain about that!

*Speaker B:* True, I think they've done a good job with that. But, I feel more people need to use public transport or cycle to work, rather than use their cars.

*Speaker A:* Yes, absolutely! I totally agree. The air pollution is getting worse and we need to put a stop to that. Everyone should try to do their part and help as you suggested.

### ➤ Exercise 7 (p. 69)

I live in a skyscraper. In fact, it is one of the tallest buildings in my city. My flat is on the 17th floor. It's got three bedrooms, a large living room, a kitchen and a bathroom. It's got a spectacular view of the city. My neighbourhood is a very lively place. There is a shopping mall with over 200 shops. It's also got restaurants and a cinema. I really like my neighbourhood.

### Grammar Bank 1

- 1 2 departs 6 hits/wins  
 3 doesn't walk/drives 7 freezes  
 4 plays 8 works  
 5 Do you want
- 2 2 Are you doing/am/'m meeting  
 3 is Kate always leaving/is always complaining  
 4 Are Rachel and Lucy living/are/are trying  
 5 Is dad using/isn't/is watching
- 3 2 get up 8 is swimming  
 3 go 9 are having  
 4 loves 10 are visiting  
 5 eat 11 don't want  
 6 like 12 are you doing  
 7 am sitting
- 4 1 Nora is a good student. She always does her homework.  
 2 I usually wear shorts and T-shirts in the summer.  
 3 Sheila is a vegetarian. She never eats meat.  
 4 They are good friends. They are often together.  
 5 I sometimes watch TV in the evenings.
- 5 2 to help 3 be 4 to study 5 tidy
- 6 1 watch 5 have 9 le  
 2 waiting 6 to hear 10 eat  
 3 Playing 7 spending  
 4 to help 8 to going
- 7 2 A: to try B: to do  
 3 A: to come B: convincing  
 4 A: help B: preparing  
 5 A: borrow B: taking
- 8 2 B 4 C 6 A 8 A 10 C  
 3 B 5 A 7 B 9 B
- 9 2 playing 6 to appear  
 3 sing 7 practising  
 4 performing 8 to work  
 5 starting

#### Suggested answers

- 10 2 I dislike getting up early.  
 3 I may go on holidays.  
 4 I look forward to visiting my friends.  
 5 I hope I have a good job in the future.  
 6 I don't mind eating spicy food.
- 11 2 to study harder 5 meet you  
 3 us take 6 to stay  
 4 eating

### Grammar Bank 2

- 1 1 danced 5 found 9 laughed  
 2 went 6 said 10 saw

- 3 prepared 7 took  
 4 climbed 8 sat
- 2 3 Sue didn't paint the kitchen. Mike painted the kitchen.  
 4 Sue and Mike tidied their flat.  
 5 Sue visited her family. Mike didn't visit his family.
- 3 2 Did William Wallace live in America? No, he didn't. He lived in Scotland.  
 3 Did Marie Curie discover uranium? No, she didn't. She discovered radium.  
 4 Did Queen Victoria marry Abraham Lincoln? No, she didn't. She married Prince Albert.
- 4 2 What did you watch on TV yesterday?  
**(Suggested answer)** I watched a science-fiction film.  
 3 What time did you go to bed last Saturday?  
**(Suggested answer)** I went to bed at 10:30 pm.  
 4 What did you eat for lunch yesterday?  
**(Suggested answer)** I ate fish and chips for lunch.
- 5 1 Did you buy, didn't have 3 read, wrote  
 2 didn't come, Did he tell 4 moved, helped
- 6 1 across 3 along 5 down  
 2 under 4 into 6 up
- 7 **(Suggested Answers)**  
 1 I used to ride a bike  
 2 I didn't use to have long hair.  
 3 I didn't use to swim.  
 4 I didn't use to go to the cinema.  
 5 I used to have a dog.  
 6 I used to play tennis.  
 7 I didn't use to make my breakfast.

### Grammar Bank 3

- 1 1 was playing 4 was organising  
 2 were talking 5 were dancing  
 3 was eating
- 2 2 Georgina wasn't playing football at 10:15. She was having basketball practice.  
 3 Georgina wasn't hanging out with her friends at 15:00. She was eating lunch at her grandma's.  
 4 Georgina wasn't watching a DVD at 18:15. She was finishing her History project.  
 5 Georgina and her sister weren't playing a board game at 19:20. Georgina was tidying her room.
- 3 1 **(suggested answer)** listening to music.  
 2 Were, **(suggested answer)** Yes, I was.  
 3 Was, **(suggested answer)** No, he wasn't. He was playing a video game.  
 4 Were, **(suggested answer)** No, they weren't. They were doing the shopping at the market.



- 4 1 were you doing                      6 joined  
 2 was shining, were walking        7 was driving,  
 3 was making, was preparing        broke down  
 4 was talking, walked                8 Did you see  
 5 didn't hear, were making
- 5 1 had                      5 was playing                      9 saw  
 2 watched                6 was dancing                      10 stayed  
 3 enjoyed                7 was wearing                      11 were  
 4 were marching 8 went

**Grammar Bank 4**

- 1 1 don't have to                      4 don't have to  
 2 have to                      5 has to  
 3 doesn't have to
- 2 1 You must bring trainers with you.  
 2 You mustn't leave the camp without a group leader.  
 3 You mustn't swim alone in the lake.  
 4 You must be in bed by midnight.
- 3 1 don't have to                      4 mustn't  
 2 mustn't                      5 don't have to  
 3 doesn't have to
- 4 1 should                      4 can                      7 can't  
 2 Can                      5 may                      8 Could  
 3 might                      6 shouldn't
- 5 1 which                      3 which                      5 who  
 2 who                      4 whose
- 6 1 Jim is my neighbour whose dog barks all the time.  
 2 Football is a fun sport which is very popular.  
 3 A lot of people who live in my street recycle.  
 4 Mrs Caruthers is a witness who spoke to the police.
- 7 1 Jenny, who is in charge of the recycling project at school, is my best friend. ND  
 2 My new bike, which I got at the weekend, has got lights and reflectors. ND  
 3 The computer game which we are playing is Ross's. ND.  
 4 Bradley, whose band performed at the school concert, is a really good singer. ND  
 5 The lady who lives next door to us is my new Music teacher. D

**Grammar Bank 5**

- 1 1 the best                      5 the busiest  
 2 bigger                      6 the most popular  
 3 more comfortable than        7 The worst  
 4 more expensive                8 thin as
- 2 2 Travelling by car is the least comfortable. Travelling by bus is more comfortable than travelling by car. Travelling by train is the most comfortable of all.

- 3 Travelling by bus is the least convenient. Travelling by train isn't as convenient as travelling by car. Travelling by car is the most convenient of all.
- 3 2 heavier than, A                      5 smallest, C  
 3 hottest, B                      6 the most crowded, A  
 4 longer than, C
- 4 1 really                      3 enough                      5 too far                      7 and  
 2 either                      4 nor                      6 very

**Grammar Bank 6**

- 1 1 will help                      3 Will ... answer  
 2 won't call                      4 won't miss
- 2 1 is going to make                      4 are going to spend  
 2 is going to travel                      5 Are you going to take  
 3 are not going to visit
- 3 1 C                      2 A                      3 B                      4 B                      5 A
- 4 1 He's going to have a cup of coffee.  
 2 He's going to take an umbrella  
 3 They're going to go swimming  
 4 They're going to buy a car.
- 5 2 They are visiting their friends.  
 3 They're having a party.  
 4 They aren't going to a restaurant.  
 5 They're cooking a big meal.  
 6 They aren't driving to the countryside.
- 6 1 will drive/'ll drive                      4 won't like  
 2 are going to see                      5 are you going to wear  
 3 will go/'ll go                      6 won't mind
- 7 2 If the temperature of water reaches 100°, it boils.  
 3 If there is no air, wood does not burn.  
 4 If cars don't have petrol, they don't run.  
 5 If it doesn't rain, grass doesn't grow.  
 6 If you add sugar to tea, it tastes sweet.
- 8 1 is, will go  
 2 Will they come, invite  
 3 don't return, will pay  
 4 will stay, goes  
 5 doesn't leave, will miss  
 6 will take, are

**9 (Suggested Answers)**

- 2 If I met someone famous, I would take a picture of them.  
 3 If I travelled abroad, I would buy lots of souvenirs.  
 4 If I had more free time, I would take up a sport.  
 5 If I decided to move house, I would choose to live in the countryside.  
 6 If I got a pet, it would be a cat.  
 7 If I went to Paris, I would send postcards to my friends and family.

- 10 1 don't sleep, feel  
2 offered, would you accept  
3 had, would find  
4 buy, save  
5 go, will need  
6 had, would take  
7 don't book, won't find  
8 was, would pay
- 11 1 burn                      4 won't get                      7 will you  
2 will leave                5 would travel                help  
3 would visit              6 would take
- 12 2 late                      4 well                      6 loudly  
3 carefully                5 politely                      7 easily

**Grammar Bank 7**

- 1 1 Cathy has done a bungee jump three times.  
2 Harry has broken his leg and can't walk.  
3 Have Tina and Ben ever visited Rome?  
4 We have had football practice twice this week.  
5 John has seen Avatar five times.  
6 I haven't eaten anything all day.  
7 Has Kate seen the Leaning Tower of Pisa?  
8 They have booked a room at a luxurious hotel.
- 2 1 haven't written                      5 haven't seen  
2 haven't been                          6 Have you heard  
3 have just bought                      7 haven't spoken  
4 have decided                          8 Has she found
- 3 1 never                      4 yet                      7 for  
2 just                          5 ever  
3 since                      6 already
- 4 1 has just gone, went  
2 Have you seen, ran  
3 Did you enjoy, have loved  
4 Have you read, read  
5 Have you ever travelled, went
- 5 1 didn't she                      4 aren't I                      7 didn't you  
2 have they                      5 won't he                      8 doesn't he  
3 will you                      6 was it
- 6 2 James was exhausted because he had run a marathon.  
3 Richard couldn't take pictures because he had left his camera in the hotel room.  
4 Susie was embarrassed because she had put her dress on inside out.  
5 Clark didn't go to the cinema because he had seen the film already.
- 7 1 have just finished it  
2 had already moved  
3 hadn't passed  
4 Have you ever tried  
5 Had you ever flown

- 8 1 arrived                      6 saw  
2 was                          7 had heard  
3 had hoped                      8 went  
4 didn't have                      9 wasn't  
5 stayed                          10 had already booked
- 9 1 A: did you do                      B: watched  
2 A: Have you ever ridden                      B: went  
3 A: was                          B: had forgotten/slept  
4 A: had never run/entered                      B: ran  
5 A: have walked/broke  
6 A: have you been                      B: have known

- 10 1 had already packed/got  
2 was/hadn't flown  
3 has just returned  
4 took/went  
5 has never eaten
- 11 1 hasn't been abroad for  
2 had never tried snails before  
3 ago did you move  
4 went on holiday two weeks  
5 had finished her shopping before
- 12 1 A    2 C    3 D    4 C    5 D    6 B

**Grammar Bank 8**

- 1 1 an, C                      5 some, U                      9 some, U  
2 an, C                      6 a, C                          10 some, C  
3 an, C                      7 some, U                      11 some, U  
4 a, C                          8 a, C                          12 a, C
- 2 1 B                          3 B                          5 C                          7 C  
2 C                          4 A                          6 A
- 3 1 much                      4 many/a lot of/lots of  
2 much                      5 many  
3 little                      6 few
- 4 1 jar                          3 box                          5 can  
2 carton                      4 bag                          6 packet
- 5 1 every                      3 a                          5 any  
2 some                      4 an
- 6 1 everything, something  
2 everyone/everybody, something  
3 any, some  
4 Someone/Somebody, anything  
5 Every, any
- 7 2 with                      4 by                      6 by                      8 bu  
3 by                          5 with                      7 with
- 8 2 will John's party be held/ 4 had been prepared  
Have you been invited    5 will be delivered  
3 is served

- 9 2 International dishes aren't served by this restaurant.  
3 The new proposal will be presented tomorrow by the manager.  
4 The students' projects haven't been completed yet.  
5 A big surprise party is being organised by the Dales.  
6 It can be delivered to your house.  
7 The rubbish has to be collected every morning.
- 10 2 The local festival is held every May.  
3 Sally wasn't invited to the wedding last Saturday.  
4 Expensive antiques will be sold at the market next weekend.  
5 Her book hasn't been published yet.
- 11 2 was it designed by  
3 was it completed  
4 is it made of  
5 was it built  
6 is it visited by people daily
- 12 2 say/told 3 said/tell 4 say/said 5 tell/told
- 13 2 Martha (said) that she hadn't visited her grandparents in weeks.  
3 Our neighbours told us (that) they had bought a new car the day before.  
4 He said (that) he would try scuba-diving some day.  
5 Ella told me (that) she might book tickets for the concert that Saturday.  
6 Pete told Jeff (that) she lived and worked in New York.
- 14 1 I asked him if/whether Len would buy some vegetables on the way home.  
2 Mike asked Helen if/whether she had been to the new café on Park Street.  
3 She told them to look before they cross the road.  
4 The teacher ordered/told them not to use their mobiles in class.  
5 Richard asked Sue if/whether she was going to the library after school.  
6 She asked me where I had bought that dress.  
7 The man told/ordered us to stay away from that window.  
8 She asked us to have some more tea.
- 15 1 Do you know where the Post Office is?  
2 I wonder when the first skyscraper was built.  
3 Could you tell me if we have got any eggs?  
4 I want to know how to get to the market.  
5 Have you any idea how many apples I need to make the pie?
- 16 1 admitted 2 ordered 3 exclaimed 4 insisted
- 17 2 My brother denied drinking all the milk.  
3 She reminded Nathan to buy some fruit.  
4 She boasted about/of making the best cakes.  
5 He apologized for being late.
- 18 2 to fine him if he dropped rubbish on the ground.  
3 me not to take the M1 because of the road works.  
4 to come with me to the doctor's.  
5 me of being very impolite at the dinner party.  
6 to vacuum the carpet.
- 19 2 complained to the doctor of finding it hard to sleep at night.  
3 invited us to go to their house for dinner the following day.  
4 begged us not to go without her.  
5 asked if I could pick up some bread from the baker's.  
6 denied drinking that syrup.

### Vocabulary Bank 1

#### Jobs

- |    |             |                  |
|----|-------------|------------------|
| 1  | 1 florist   | 11 baker         |
| 2  | firefighter | 12 artist        |
| 3  | chef        | 13 music teacher |
| 4  | fishmonger  | 14 vet           |
| 5  | pilot       | 15 farmer        |
| 6  | cameraman   | 16 dentist       |
| 7  | taxi driver | 17 bank clerk    |
| 8  | astronaut   | 18 secretary     |
| 9  | surgeon     | 19 hairdresser   |
| 10 | porter      | 20 cashier       |
- music teacher, surgeon, vet, dentist, chef, pilot, astronaut

### Vocabulary Bank 2

- |   |                |             |
|---|----------------|-------------|
| 1 | 1 bad tempered | 6 creative  |
| 2 | loving         | 7 selfish   |
| 3 | bossy          | 8 ambitious |
| 4 | helpful        | 9 reserved  |
| 5 | arrogant       |             |
- 
- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 2 | 1 a | 3 e | 5 g | 7 f |
|   | 2 h | 4 c | 6 i | 8 n |
- 3 **Positive:** loving, helpful, creative, ambitious  
**Negative:** bad-tempered, arrogant, bossy, selfish, reserved
- 4 **Suggested answer**  
I think I am creative because I really like making things with my hands. I am also ambitious because I always want to do better at school. Sometimes though I can be a bit bossy as well.

### Vocabulary Bank 3

#### Celebrations & festivals

- |   |                        |                  |
|---|------------------------|------------------|
| 1 | a) 1 birthday party    | 6 fête           |
|   | 2 wedding              | 7 street parade  |
|   | 3 fancy dress party    | 8 art exhibition |
|   | 4 festival             | 9 carnival       |
|   | 5 New Year's Eve party |                  |
- 
- |      |                           |
|------|---------------------------|
| b) 1 | eat a traditional meal    |
| 2    | watch a fireworks display |
| 3    | paint their faces         |
| 4    | wear traditional costumes |
| 5    | watch a street parade     |
| 6    | dance to music            |
| 7    | listen to a band          |
| 8    | wear masks                |
| 9    | open presents             |

#### Feelings

- |   |             |                |           |
|---|-------------|----------------|-----------|
| 1 | 1 surprised | 4 thrilled     | 7 sad     |
| 2 | bored       | 5 disappointed | 8 nervous |
| 3 | tired       | 6 happy        |           |

- |   |            |                |         |
|---|------------|----------------|---------|
| 2 | 1 thrilled | 3 sad          | 5 happy |
|   | 2 tired    | 4 disappointed | 6 bored |

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 3 | 1 P | 3 N | 5 P | 7 N |
|   | 2 N | 4 P | 6 N |     |
- a disappointed    b thrilled    c bored

4

T	N	E	Y	I	S	R
H	E	T	R	S	A	D
R	R	O	L	U	R	A
I	V	D	B	R	R	I
L	O	D	B	I	U	R
L	U	H	A	P	P	Y
E	S	B	O	R	E	D
D	T	I	R	E	D	H

### 5 (Suggested Answers)

- I'm at the dentist's.
- I go to the beach.
- there's nothing good on TV.
- someone I know is ill.
- my parents got me a computer for my birthday.

#### Theme parks

- |   |                     |                 |
|---|---------------------|-----------------|
| 1 | 1 merry-go-round    | 6 boat ride     |
|   | 2 roller coaster    | 7 shop          |
|   | 3 pirate ship       | 8 parade        |
|   | 4 fairytale castle  | 9 haunted house |
|   | 5 cartoon character |                 |
- 
- |   |                     |                    |
|---|---------------------|--------------------|
| 2 | 1 merry-go-round    | 5 parade           |
|   | 2 boat ride         | 6 pirate ship      |
|   | 3 haunted house     | 7 fairytale castle |
|   | 4 cartoon character |                    |

### 3 (Suggested Answers)

- boat rides and the merry-go-round
- roller coasters

### Vocabulary Bank 4

#### Household chores

- |   |                     |                         |
|---|---------------------|-------------------------|
| 1 | 1 do the laundry    | 9 wash the car          |
|   | 2 do the shopping   | 10 cook dinner          |
|   | 3 lay the table     | 11 dust the furniture   |
|   | 4 Hoover the carpet | 12 do the washing-up    |
|   | 5 make the bed      | 13 iron the clothes     |
|   | 6 clean the windows | 14 walk the dog         |
|   | 7 mop the floor     | 15 take out the rubbish |
|   | 8 tidy the room     |                         |
- 
- |   |        |     |     |     |      |
|---|--------|-----|-----|-----|------|
| 2 | a) 1 h | 3 j | 5 b | 7 c | 9 f  |
|   | 2 a    | 4 i | 6 e | 8 d | 10 g |
- 
- |      |       |                 |          |
|------|-------|-----------------|----------|
| b) 1 | tidy  | 5 takes out     | 9 iron   |
| 2    | does  | 6 lay           | 10 makes |
| 3    | cooks | 7 dusts         |          |
| 4    | mop   | 8 Does ... wash |          |

- 3 a) 1 makes ... beds 5 hoovers the carpet  
 2 dusts the furniture 6 takes out the rubbish  
 3 does the laundry 7 cooks dinner  
 4 mops the floor 8 does the washing-up

b) ... makes the beds and hoovers the carpet. Then, she does the laundry and cleans the windows. After that, she walks the dog and mops the floors. In the evening, Mum always cooks dinner and lays the table.

- 4 1 B 2 A 3 C 4 B 5 C 6 C

5 (Suggested Answers)

- 2 My mum always mops the floors.  
 3 My dad usually dusts the furniture.  
 4 My sister often makes the beds.  
 5 My grandmother never irons the clothes.  
 6 My grandfather sometimes takes out the rubbish.

6 (Suggested Answers)

- 1 I like doing the washing-up, washing the car and dusting the furniture.  
 2 I make my bed in the morning.  
 3 I tidy my room every weekend.  
 4 My mum irons my clothes.

Free-time activities

- 1 1 go to the cinema  
 2 eat out  
 3 watch a football match  
 4 go shopping  
 5 send text messages  
 6 read magazines  
 7 attend a concert  
 8 surf the Internet  
 9 phone a friend  
 10 play basketball  
 11 watch TV  
 12 play computer games  
 13 go to a party  
 14 listen to music  
 15 meet friends  
 16 go swimming

- 2 1 go 5 phones 8 eat  
 2 listen 6 surfing, 9 go  
 3 send meeting 10 plays,  
 4 playing 7 attend watches

Sports

- 1 1 ice hockey 10 golf  
 2 horse riding 11 windsurfing  
 3 rollerblading 12 ice-skating  
 4 baseball 13 kickboxing  
 5 tennis 14 water-skiing  
 6 sailing 15 athletics

- 7 martial arts 16 football  
 8 cycling 17 aerobics  
 9 skateboarding 18 badminton

do	play	go
aerobics	football	rollerblading
martial arts	baseball	horse riding
athletics	tennis	water-skiing
kickboxing	badminton	ice-skating
	ice hockey	cycling
	golf	skateboarding
		windsurfing
		sailing

- 3 1 do 3 goes 5 go  
 2 goes 4 playing 6 does

Vocabulary Bank 5

Types of weather

- 1 1 snowing 4 windy 7 sunny 10 wet  
 2 hot 5 raining 8 icy  
 3 foggy 6 cold 9 freezing

- 2 2 It's cold in Paris.  
 3 It's sunny in Madrid.  
 4 It's snowing in Stockholm.  
 5 It's windy in Berlin.

Means of transport

- 1 1 underground train 13 coach  
 2 train 14 boat  
 3 tram 15 scooter  
 4 motorbike 16 ship  
 5 plane 17 snowmobile  
 6 helicopter 18 monorail  
 7 hovercraft 19 car  
 8 lorry 20 tractor  
 9 cruise liner 21 van  
 10 bus 22 ambulance  
 11 bike 23 submarine  
 12 spacecraft 24 rickshaw

Geographical features

- 1 1 coast 5 island 10 lake  
 2 forest 6 desert 11 mountain  
 3 volcano 7 valley 12 river  
 4 beach 8 waterfall

- 2 1 river 5 waterfall 9 ocean  
 2 Forest 6 Desert 10 island  
 3 volcano 7 lake  
 4 mountain 8 coast

### Vocabulary Bank 6

#### Types of holidays

- |   |   |                 |   |                     |
|---|---|-----------------|---|---------------------|
| 1 | 1 | beach holiday   | 4 | cruise              |
|   | 2 | walking holiday | 5 | skiing holiday      |
|   | 3 | safari          | 6 | sightseeing holiday |

#### Holiday activities

- |   |   |                   |    |                  |
|---|---|-------------------|----|------------------|
| 1 | 1 | send postcards    | 9  | go sightseeing   |
|   | 2 | stay in a tent    | 10 | take photographs |
|   | 3 | eat local dishes  | 11 | go for a walk    |
|   | 4 | go on a boat trip | 12 | buy souvenirs    |
|   | 5 | swim in the sea   | 13 | relax            |
|   | 6 | play in the snow  | 14 | go skiing        |
|   | 7 | visit museums     | 15 | stay in a hotel  |
|   | 8 | go to the beach   |    |                  |

### Vocabulary Bank 7

#### Experiences

- 1 a) 1 eat sth spicy  
 2 ride a bull  
 3 do a bungee jump  
 4 swim with dolphins  
 5 fly in a hot-air balloon  
 6 run in a marathon  
 7 run with the bulls  
 8 watch an international match  
 9 ride a camel  
 10 ride an elephant  
 11 go scuba diving  
 12 go on a safari  
 13 eat snails  
 14 volunteer overseas

#### b (Suggested Answers)

I have ridden an camel and I have gone scuba diving.  
 I have also eaten something spicy and I have watched an international match.

### Vocabulary Bank 8

#### Places around us

- |   |    |               |    |                 |
|---|----|---------------|----|-----------------|
| 1 | 1  | cathedral     | 13 | restaurant      |
|   | 2  | fountain      | 14 | cinema          |
|   | 3  | playground    | 15 | café            |
|   | 4  | stadium       | 16 | zoo             |
|   | 5  | town hall     | 17 | pedestrian zone |
|   | 6  | swimming pool | 18 | aquarium        |
|   | 7  | library       | 19 | petrol station  |
|   | 8  | square        | 20 | police station  |
|   | 9  | school        | 21 | street          |
|   | 10 | tower         | 22 | temple          |
|   | 11 | factory       | 23 | mosque          |
|   | 12 | hospital      |    |                 |

#### Shops

- |   |    |                  |    |                   |
|---|----|------------------|----|-------------------|
| 1 | 1  | post office      | 14 | accessory shop    |
|   | 2  | optician's       | 15 | mobile phone shop |
|   | 3  | butcher's        | 16 | chemist's         |
|   | 4  | newsagent's      | 17 | bike shop         |
|   | 5  | clothes shop     | 18 | toy shop          |
|   | 6  | florist's        | 19 | electrical shop   |
|   | 7  | bookshop         | 20 | supermarket       |
|   | 8  | sports shop      | 21 | pet shop          |
|   | 9  | music shop       | 22 | ironmonger's      |
|   | 10 | baker's          | 23 | jeweller's        |
|   | 11 | fishmonger's     | 24 | shoe shop         |
|   | 12 | delicatessen     | 25 | greengrocer's     |
|   | 13 | photography shop |    |                   |

## Listening

- 1 A 5 B 4 C 2 D 1  
 2 A 2 B 1 C 6 D 3 E 4  
 3 1 1 2 3 3 2 4 2 5 3 6 3  
 4 A 5 B 1 C 3 D 4  
 5 A 2 B 3 C 6 D 5 E 1  
 6 A 2 B 1 C 4 D 5 E 3  
 7 A 5 B 3 C 2 D 1  
 8 1 1 2 2 3 3 4 3 5 1 6 3

## Speaking

## 1 (Suggested answer)

*Electronic Assistant:* How old are you?

*Student:* I'm 15 years old.

*Electronic Assistant:* How often do you go on holiday?

*Student:* My family and I go on holiday once a year, during the summer.

*Electronic Assistant:* Where would you like to go on holiday?

*Student:* I would love to visit Rome, because I think it is a very beautiful and interesting city with some amazing historical sights.

*Electronic Assistant:* What activities do you like to do on holiday?

*Student:* I really enjoy going sightseeing and visiting ancient sites and museums.

*Electronic Assistant:* Why do you think it's important for people to go on holiday?

*Student:* I think that it's important for people to go on holiday so they can relax. I also think it's important to find out about different places and cultures.

*Electronic Assistant:* What would you advise a person who wants to find cheap holiday deals?

*Student:* I would advise them to make their travel arrangements months in advance and visit different websites to find the best package deals.

*Electronic Assistant:* That is the end of the survey. Thank you very much for your cooperation.

## 2 (Suggested answer)

**I think people like doing extreme sports** because they are exciting. Many young people find these activities entertaining and spend their free time surfing or skateboarding. They give a strong sense of freedom and you get to experience the adrenaline rush. They can be dangerous but, with the proper safety equipment and instruction, you can enjoy the risk.

**I think that extreme sports have become more popular now than in the past** because they are safer. Instructors can teach you how to overcome difficult situations and how to survive in an emergency. Also, there are so many extreme sports now that there is something for everyone to try.

**The most extreme sport I have ever tried** is river kayaking. It was a lot of fun, but a bit scary! The river was rough and a bit dangerous, but my friends and I were all good swimmers. I enjoyed it a lot and I would try it again if I got the chance.

## 3 (Suggested answer)

*Electronic Assistant:* How old are you?

*Student:* I'm 15 years old.

*Electronic Assistant:* How often do you go shopping?

*Student:* I go to the supermarket with my family once a week and I sometimes go to the mall with my friends at the weekend.

*Electronic Assistant:* What kind of shops are the most popular with young people in your area?

*Student:* Young people in my area often go to music stores to buy CDs or electronic shops to get the latest gadgets.

*Electronic Assistant:* What shops are available in your area?

*Student:* In my area, we have two supermarkets, some clothes shops and a large shopping mall nearby.

*Electronic Assistant:* Is shopping a popular activity in your country?

*Student:* Yes, it's very popular. Saturday is the busiest shopping day, and lots of people spend time with friends looking around shops at the mall.

*Electronic Assistant:* Where would you shop for the best bargains?

*Student:* I would shop at the market or check the Internet for bargains. There are also price comparison websites which can tell you where you can get the cheapest products.

*Electronic Assistant:* That is the end of the survey. Thank you very much for your cooperation.

## Reading

- 1 A 3 C 6 E 5  
 B 1 D 4 F 7  
 2 A 7 C 4 E 5  
 B 1 D 6 F 2

## Grammar and Vocabulary

- 1 1 to go 3 their 5 the largest  
 2 first 4 was built 6 has hosted  
 2 1 lively 3 visitors 5 tradition  
 2 decorations 4 international 6 children  
 3 1 them 4 going  
 2 second 5 most extraordinary  
 3 is named 6 as big  
 4 1 anything 3 attraction 5 delightful  
 2 locally 4 tasty 6 visitor  
 5 1 lived 3 visited 5 is not known  
 2 better 4 him 6 has been  
 6 1 everything 3 pressure 5 healthy  
 2 helpful 4 usually

