Options 6

Teacher's Book

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Introduction to the Teacher

- **Options 6** is a course specially designed to introduce learners to the English language. The syllabus is based on graded structures and vocabulary, enabling students to use English effectively and ensuring that they enjoy themselves while learning. All four skills are developed *(listening, speaking, reading and writing)* through a variety of communicative tasks and key language is reinforced regularly. **Options 6** encourages ***active***, ***holistic*** and ***humanistic*** learning and helps students develop a keen interest in the English language.
- **Options 6** comprises eight modules. Each module consists of four units. It is aimed at students who come under the category of A1.

Components

- **Student's Book**

  The **Student's Book** has been specially designed to appeal to students and to involve them in language learning. New language is presented in context through lively dialogues and appealing texts. A variety of functional exercises, songs, poems and games help students practise the key language in a memorable and enjoyable way.

  Options 6 is modularised; therefore, in each module the students are thoroughly exposed to the new language and achieve competency in the target language at a faster pace. Each module has its individual aims, and at the end of the module the students, with the help of their teacher, can record their progress in English. The teacher has the opportunity to recycle and further consolidate any language items upon completion of the *Self-Check* section. In addition, through the *Student's Self-Assessment Forms* (found in the Teacher's Book), the students can assess their progress and develop their language awareness and independence. *(See Instruments for Evaluation, p. 162.)*

  Options 6 contains the following modules and their objectives:

  Module 1: *school subjects, adjectives, countries and nationalities;*
  Module 2: *appearance, personal things, activities;*
  Module 3: *family, daily routines, jobs;*
  Module 4: *rooms, furniture and appliances, places;*
  Module 5: *(free-time) activities, celebrations, sports;*
  Module 6: *food and drinks, containers and partitives;*
  Module 7: *places, musical instruments, places of entertainment;*
  Module 8: *activities, famous people, (character) adjectives.*

- **Key features of a module**

  Dialogues

  All the dialogues cover areas of interest within the students' knowledge. Students are given the opportunity to see their favourite characters come to life and practise the new language while following their adventures. Dialogues are a source of the key grammar and vocabulary thus providing valuable language input for the students.

  Vocabulary

  New language 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. In each lesson plan the teacher will find detailed guidance on how to vary the presentation of new vocabulary.

  Grammar

  The grammatical phenomena taught in each module are first presented in context, then highlighted and clarified by means of clear, concise grammar tables. Specific exercises and activities methodically reinforce students' understanding and mastery of each phenomenon. There is a Grammar Reference Section at the end of the *Student's Book* which includes the tenses presented in the course. The *Workbook and Grammar* contains a detailed explanation of each grammatical phenomenon.

  Did you know?

  The students are introduced to interesting facts aimed at stimulating their interest in the lesson in a fun and meaningful way.

  Games, Chants & Songs

  In every module there are songs, chants and games that add a creative and enjoyable element to the language classroom. Listening to songs/chants and playing games lower the students' affective filters and allow them to absorb language more easily.

Reading

Throughout each module there is a wide variety of reading texts such as emails, articles, poems, etc, which allow skills such as reading for gist and reading for specific information to be systematically practised. Reading for pleasure is fostered through *Enta the Dragon* episodes, which are designed to make reading an enjoyable and rewarding experience.

Development of listening skills

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

Speaking

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

Everyday English

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

Pronunciation

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

Development of writing skills

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

Enta the Dragon

After every odd module (1, 3, 5, 7) there is an episode of *Enta the Dragon*, promoting reading for pleasure. *Enta the Dragon* is a series of episodes in a cartoon story aimed at providing real language input and reading for pleasure.

Fun Time

This section reviews the module in a fun way and includes interesting facts and/or a variety of activities that revise information presented in the module. It also has a song that is connected to the themes of the modules as well as a related task.

Myths and Legends

This section, which appears after every even module (2, 4, 6, 8) is designed to introduce students to reading for pleasure. In this interesting and informative section, students read about myths and legends from around the world. This section also contains related tasks and creative projects, such as collecting information and presenting it to the class, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Across Cultures

After every two modules, the students have the opportunity to read short texts about aspects of life in other countries. 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.

CLIL TIME

In the *CLIL TIME* sections, the students are exposed to other fields of study (e.g. Maths, History, etc) through English. In this section, the students learn how to use English as a vehicle to explore other subject matter. This reinforces their language learning and promotes learner independence and peer cooperation.

Go Green

In the *Go Green* sections the students are given the opportunity to learn about the environment and become more aware of various environmental issues in a fun and creative way. It also promotes an affinity with nature and makes the students more aware of the world we live in.

Self-Check

The *Self-Check* sections appear at the end of each module and reinforce the students' understanding of the topics, vocabulary and structures that have been presented in each module. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

All About Russia!

This section gives students the opportunity to use English to talk about their own culture.

Songs in the Language Classroom

Songs are of great value in language learning. They are vivid examples of how the language taught is used in a real context and highlight both pronunciation and intonation. Furthermore, the rhyme and rhythm of songs enable the students to remember the newly acquired language, and stimulate learning.

Here are some ways to exploit songs:

a **Pre-listening activity:** Choose about ten words from the song and write them on the board. Then, write another five words which are not in the song. The students copy all the words in their notebooks. Play the song twice. The first time, ask the students to circle the words they hear. When they hear the song a second time, ask them to put the words in the correct order. Elicit/Explain any unknown words. Finally, in groups or pairs, the students choose five words and write true sentences about themselves.

b **Cloze exercises:** Photocopy the song and tippex out some key words (e.g. contrasting adjectives, etc). Hand out the photocopies. The students listen to the song and fill in the missing words. Allow the students to decide on the meaning of the words without explaining any unknown words first. Play the song (a few times, if necessary) and the students check their answers in groups or pairs. Finally, go over the answers with them, making sure they have understood the meaning of all the words.

These are just a few suggestions on how to use the songs in the language classroom.

- **Workbook and Grammar**

The **Workbook and Grammar** is in full-colour and consists of eight modules of ten pages each. The **Workbook and Grammar** can be used either in class or for homework, upon completion of each corresponding unit in the *Student's Book*. It aims to consolidate the language that appears in the *Student's Book* through various exercises incorporating all four skills.

The **Workbook and Grammar** also includes:

I Modular Revision

This section revises the new language of each module and prepares students for the corresponding test.

Do a quick revision before the students complete the tasks. While you are going through the examples in each category, you can elicit meanings of words, sentences with the target structures, etc. Go through each exercise and explain to the students what they have to do. Then, students can:

a do the exercises as written homework.

b do some exercises in class and the rest as written homework.

c do all the exercises in class.

The important thing is to have the students work on their own so that they are able to assess their progress thus far. In this way, the teacher facilitates the students' autonomy.

The students then fill in the corresponding *Student's Self-Assessment Form* and file it in their *Language Portfolios*. *(See Instruments for Evaluation, p. 162.)*

II Further Vocabulary Practice / Further Grammar Practice

These sections exploit the vocabulary and the grammar presented in the *Student's Book*. They contain exercises that revise the vocabulary and grammar presented in each module.

III Presentation Skills

This section helps learners develop their public speaking skills. Public speaking is more than just a talent. It is a skill that can be learnt and improved upon. This section ensures that students become memorable speakers. It contains age-appropriate models and effective techniques to help students develop and organise their presentations as well as useful tips to support and guide them.

IV Language Review

The section provides students with further vocabulary and language practice for each module.

- **My Language Portfolio**

My Language Portfolio is used to contain material that the students will use, along with any extra material given by the teacher throughout the course. *My Language Portfolio* has been designed to stimulate and support the learning of the English language. Its purpose is to help the students reflect on, realise their progress in, and improve their language learning.

The *Language Portfolio* is the students' property. It is a tool to accompany the students' language learning

throughout their school life and is suitable for documenting their learning both inside and outside the classroom.
In practice, *Language Portfolios* may include projects or other examples of written work, memory sticks (with work or drawings completed inside or outside the classroom), DVDs (with the students' favourite story or with song performances, school plays, etc), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of material that the learners can keep as evidence of their learning. As a result, while compiling their *Language Portfolios*, students learn how to work independently.

How to make a Language Portfolio

During the first lesson, explain to the students that they should bring in a dossier, which they will have with them at all times and in which they will keep their *Language Portfolios*. For the next lesson, bring in self-adhesive labels, write *My Language Portfolio* on them and help your learners stick them onto their dossiers. Demonstrate how to store their material in their *Language Portfolios* and make sure they update it regularly.

- **Teacher's Book**

The **Teacher's Book** provides step-by-step lesson plans as well as the answers to the exercises in the *Student's Book* and the *Workbook and Grammar.* It also contains extra ideas on how to present new words and language patterns, additional activities and games, as well as audioscripts for the listening activities. Each module begins by setting out the targets and objectives of each unit in a clear and concise way. At the beginning of the *Teacher's Book* the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The **Teacher's Book** also includes:

Presentation Skills Guidelines

This section includes **Student Guidelines** and **Teacher Guidelines**. The **Student Guidelines for Presentation Skills** include notes on different types of presentations, how a presentation is structured, as well as various techniques and tips. The **Teacher Guidelines for Presentation Skills** include step-by-step instructions on how to help students with their presentations. The teacher can photocopy the **Student Guidelines for Presentation Skills** for each student. *(See pp. 143-146.)*

Dictation

Dictation is an effective element of English language learning. It consolidates the key vocabulary and helps students to practise their listening and writing skills. *(See pp. 157-159.)*

Steps for using dictation:

1. Photocopy and hand out the corresponding dictation sheet.
2. Elicit guesses to the missing word(s) from the students. Give hints if necessary.
3. Play the recording, twice if necessary.
4. The students listen and complete the missing information.
5. Check the students' answers.

Instruments for Evaluation

- Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of the material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *Formative Evaluation Chart:* The teacher uses the chart to evaluate the students on an activity at any time during the course and writes the marks obtained with the help of a code. *(See p. 163.)*
- *Student's Self-Assessment Forms:* The students give their personal opinion about their own results upon completion of each *Self-Check* section. They file these forms in their *Language Portfolios*. *(See pp. 164-167.)*
- *Progress Report Cards:* The teacher completes them, one per student, upon completion of **each module**, taking into consideration the student's performance and progress throughout the module, as well as the mark received in the corresponding *Module Test*. The students file their *Progress Report Cards* in their *Language Portfolios*. *(See pp. 168-171.)*

- **Teacher's Resource Pack and Tests**

The **Teacher's Resource Pack and Tests** provides the teacher with additional material which may be used in the classroom for further exploitation of the language learnt.

Options 6 Teacher's Resource Pack and Tests is divided into the following sections:

I **Reinforcement Activities**

These activities are in the form of projects which students can do on their own or in groups. The students can then file their projects in their *Language Portfolios*. They also include pairwork activities as well as games.

II **Module Tests**

There are eight tests, one for each module, as well as a *Mid Test* and an *Exit Test*. The *Mid Test* monitors the students' progress up to module 4 and the *Exit Test* can be used as a placement test for the next level.

- **Class CDs**

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

- **Test Booklet CD-ROM**

  The **Test Booklet CD-ROM** contains the tests in the *Teacher's Resource Pack* in Word format, as well as all recorded material and audioscripts that accompany the tests.

- **Interactive Whiteboard Software**

  The **Interactive Whiteboard** integrates all the elements of the course in a much more engaging and entertaining way to facilitate learning.

- **ieBook**

  The **ieBook** acts as a personal study aid to be used at home. It helps the students with their assigned homework, dictation, vocabulary, reading and revision in a fun and interesting way. With the **ieBook**, students enjoy learning English with games, videos, quizzes and stories.

Characters

Options follows the adventures of a group of loveable and exciting characters. The students have the opportunity to find themselves in a new world, where they meet a group of friends: *Harry, Mona, Emma* and *Lee*, whose characters have been carefully selected to reflect the ethnic diversity of our societies. These four friends, along with their virtual reality friend, *ELF* (Electronic Life Force), explore the world around them, and the students follow them in their exciting adventures. All the characters possess super powers. They open the door to the characters', as well as the students', imagination, while *ELF* adds an adventurous element to the story by being wise but fun. The students' imagination is also catered for by the cartoon characters *Enta* and *Basher*, two dragons, and a Kung Fu master *(Chopsticks)*!

Basic Principles of Options

The modularised approach of the **Options** series caters for the holistic development of students. It enables students to work on a theme from different angles and employ different learning styles. Students are asked to engage in a variety of activities, including listening, role-play, matching, selecting, giving personal information and opinions, etc. Accordingly, the language learning process involves the students' mind, emotions and spirit.

The activities are also aimed at meeting the needs of all types of learners (visual, auditory, tactile/kinaesthetic) and aim to develop the students' *linguistic*, *learning-to-learn* and *social skills*.

- **Linguistic Skills**

  The students can do the following upon completion of each module:

  1. associate pictures with new vocabulary with the aid of illustrations in their books;
  2. produce the sounds, pronunciation and intonation of the target language;
  3. communicate with their peers in English, exchanging information about everyday matters, such as describing people, giving advice, etc;
  4. comprehend dialogues, short exchanges, etc and use the set patterns in multi-sensory tasks; and
  5. achieve oral competency through the reproduction of short exchanges and dialogues.

- **Learning-to-learn skills**

  Upon completion of each module, the students will be able to:

  1. concentrate better and longer, as they are trained to listen to dialogues in order to perform a task;
  2. skim and scan texts and dialogues to locate the necessary information;
  3. develop their writing skills;
  4. understand aspects of life in other countries; and
  5. record and assess their progress through the *Self-Check* section and *Student's Self-Assessment Forms*, thus developing autonomy.

- **Social Skills**

  Upon completion of each module, the students will:
  1 experience being part of a group;
  2 become more responsible by keeping and updating their *Language Portfolios*;
  3 have a good understanding of the culture and traditions of other countries;
  4 have some understanding of the way of life in other countries; and
  5 be motivated to read English, encouraged by the enjoyable adventures of *Enta the Dragon,* which appear in every odd module (1, 3, 5, 7).

Checking Students' Progress

a **Homework:** At the end of each unit, the students should be given some homework. The *Teacher's Book* provides some suggestions on what to assign for homework and how to check it in the next lesson.

b **Progress Report Cards:** After completing each module and taking the corresponding test, photocopy the respective *Progress Report Card* from the *Teacher's Book* and fill it in, one per student. The students are to keep these cards in their *Language Portfolios* for future reference.

c **Student's Self-Assessment Forms:** After the students have completed the *Self-Check* section of each module, they are to fill out the *Self-Assessment Form* by themselves. This learning-to-learn technique enables the students to develop awareness of their progress. The *Self-Assessment Forms* should be kept in their *Language Portfolios* for future reference. The *Student's Self-Assessment Forms* can also be found in the *Teacher's Book*.

Types of learning styles

Over the years, teachers have noticed that some of their students learn by listening to new information, some students prefer to read about it, while others need to do something with the new information. There are many different learning styles. Consequently, a coursebook should offer a variety of exercises and material to stimulate all learning styles and help students learn in the way that suits them best.

- **What are the types of learning styles?**

  – **Visual Learners**

    These 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**

    These learners learn best through verbal lectures, 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 recording themselves.

  – **Tactile/Kinaesthetic Learners**

    Tactile/Kinaesthetic learners learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye coordination. By interacting with the space around them, they are able to remember and process information. They have to do things on their own to be able to learn the new language.

Suggested Teaching Techniques

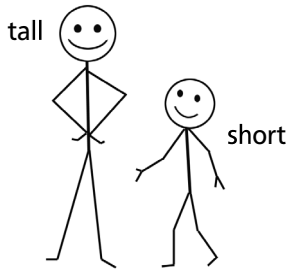
Much of the new vocabulary in **Options 6** is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented 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 *outgoing* by giving a synonym: *Someone who is sociable is very outgoing*.
  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 *hang out* by giving a definition: *When you hang out with friends, you spend time with them*.
- *Context.* Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *career* and *job* with the following example: *Dan has a successful career in teaching. (i.e. the job that somebody does for a*

long time). Many people lost their jobs last year. (i.e. the work somebody does to make money.)

- *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.

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

Programme (Contents & Syllabus)

Starter Module

- **In this module students will …**
  - be united with the characters
  - practise phonics, the English alphabet, school items, colours, cardinal and ordinal numbers, days of the week, greetings, classroom language
  - practise *a/an*
  - practise introductions, spelling names, giving personal information and telling the time

Module 1

- **In this module students will …**

  read/do …
  - about the characters' first day back to school
  - the characters' Class Book
  - a Geography quiz
  - Ruby's email presenting herself

  listen to …
  - the characters as they meet ELF for the first time
  - the presentation of the characters through their Class Book
  - Tina talking about her school friends
  - a dialogue at an international school
  - Ruby presenting herself
  - Seth Watts presenting himself
  - an episode of *Enta the Dragon*
  - a song about school subjects

  learn how to … (COMPETENCES)
  - talk about school subjects
  - describe themselves and their friends
  - talk about age and origin
  - ask personal questions
  - distinguish between and pronounce /æ/ and /eɪ/ sounds

  practise … (DESCRIPTORS)

  Lexical Areas
  - school subjects
  - personality adjectives
  - countries and nationalities

  Grammar Focus
  - the verb 'to be'
  - subject pronouns & possessive adjectives
  - question words

  write …
  - their school timetable
  - a short description about themselves for their school Class Book
  - an email to their pen pal about themselves

Module 2

- **In this module students will …**

  read …
  - about the characters' visit to the Science Museum
  - about David Stuart's first things
  - about some incredible animals
  - a blog entry about Maggie's favourite star
  - about elves, leprechauns and trolls

  listen to …
  - the characters' experience at the *Who am I?* gallery
  - David Stuart presenting the things he had as a baby
  - a dialogue practising buying things
  - a presentation of three incredible animals
  - four short dialogues
  - Maggie talking about her favourite star
  - some friends talking about Katy Perry
  - a short description of elves, leprechauns and trolls
  - a song about personal things

  learn how to … (COMPETENCES)
  - describe people
  - talk about personal things
  - buy things
  - talk about ability
  - distinguish between and pronounce /s/, /z/ and /ɪz/ sounds

  practise … (DESCRIPTORS)

  Lexical Areas
  - parts of the body and appearence
  - personal things
  - activities

  Grammar Focus
  - 'have got'
  - plurals
  - *this – that/these – those*
  - *can (ability)*

write …

- a short description of what they look like at the *Who am I?* gallery
- about three of their first things
- a blog entry about their favourite star

ACROSS CULTURES

Students will …

- talk about schools in Australia, Colombia and Russia
- write about schools in their country

CLIL TIME: *Geography*

Students will …

- talk about places and what their names means
- find information about some places and present it to the class

Module 3

- **In this module students will …**

read …

- about the characters' weekend at Harry's winter house
- about Ramla's and Felipe's daily routine
- a Q and A about Cristiano Ronaldo
- about Lewis Hamilton

listen to …

- the characters as they have fun at Harry's winter house
- Ramla and Felipe describe their daily routine
- three people talking about their jobs
- a dialogue about making arrangements
- a presentation of Lewis Hamilton
- a programme about Maria Sharapova
- an episode of *Enta the Dragon*
- a song about families

learn how to … (COMPETENCES)

- talk about families
- describe daily routines
- talk about jobs
- make arrangements
- role play: interviewing Maria Sharapova
- distinguish between and pronounce /s/, /z/ and /ɪz/ sounds (3rd person singular of the present simple)

practise … (DESCRIPTORS)

Lexical Areas

- family
- daily routines
- jobs

Grammar Focus

- possessive case
- present simple
- prepositions of time
- adverbs of frequency
- *love/like/hate + -ing*

write/draw …

- their family tree
- about their typical weekday and compare it with Ramla's or Felipe's
- a short article about Maria Sharapova or about another sports person they like

Module 4

- **In this module students will …**

read …

- about the characters' experience at Lee's house
- about an unusual house in Austria
- Jenny's note
- Judy's email to Lori about her new house
- about the dreamcatcher

listen to …

- the characters saving a parrot
- a description of the Upside Down house in Terfens, Austria
- Andrea describing her room
- a dialogue practising asking for and giving directions
- Judy describing her new house
- Andy talking to Susan about his new house
- a Lakota legend about the dreamcatcher
- a song about the Earth

learn how to … (COMPETENCES)

- describe homes
- talk about location
- ask for and give directions
- distinguish between and pronounce /θ/ and /ð/ sounds

practise … (DESCRIPTORS)

Lexical Areas

- rooms
- appliances and furniture
- places/shops

Grammar Focus

- *there is/there are*
- object pronouns
- prepositions of place
- imperative

write …

- about their dream house
- directions
- a short email about their new house/flat

ACROSS CULTURES

Students will …

- talk about famous houses around the world
- write about a famous museum in their country

GO GREEN

Students will …

- talk about green careers

Module 5

- **In this module students will …**

read …

- about the characters' day trip to Legoland
- about Australia Day and Chinese New Year
- short texts related to sports
- Tima's plans for next weekend

listen to …

- the characters as they have fun at Legoland
- two children describing two celebrations
- Mike talking to his mum
- a dialogue about inviting/accepting – refusing
- Tima's plans for next weekend
- four short dialogues
- an episode of *Enta the Dragon*
- a song about celebrations

learn how to … (COMPETENCES)

- describe actions happening now
- talk about celebrations
- talk about sports
- invite and accept/refuse invitations
- role play: acting out a telephone conversation between two friends
- pronounce /ŋ/ sound

practise … (DESCRIPTORS)

Lexical Areas

- (free-time) activities
- celebrations
- sports

Grammar Focus

- present continuous
- present continuous with future meaning
- present simple – present continuous

write …

- a short email
- a short paragraph about New Year's Eve
- an email to their friend telling them their plans for next weekend

Module 6

- **In this module students will …**

read …

- about Junior Cooks Competition
- about how we can help our community
- short texts
- Karen's email to Jackie
- about a Greek myth, *The Horn of Plenty*
- funny food facts

listen to …

- the characters cooking for a competition
- the four easy steps to set up a food collection
- Penny talking about a food collection
- a dialogue about ordering at a fast food restaurant
- Karen inviting her friend, Jackie, to a restaurant
- two friends talking about a Mexican restaurant
- a Greek myth, *The Horn of Plenty*
- a song about a healthy lifestyle

learn how to … (COMPETENCES)

- talk about food/quantity
- order at a fast food restaurant
- talk about rules and ask for permission
- role play: inviting your friend to a restaurant
- distinguish between and pronounce /ɪ/ and /iː/ sounds

practise … (DESCRIPTORS)

Lexical Areas

- food and drinks, containers and partitives

Grammar Focus

- *a/an – some – any*
- *a lot of/much/many*
- *must – can*

write/make …

- about the food they like/don't like/never eat
- a poster about a food collection they are organising
- a short email to their friend inviting them to a new restaurant

ACROSS CULTURES

Students will …

- talk about fire festivals from around the world
- write about an unusual festival in their country

CLIL TIME: *Science*

Students will …

- talk about the food chain

Module 7

In this module students will …

read …

- about the Great Fire of London
- the story of The Pied Piper of Hamelin
- Brian's email to Lewis about his weekend
- notices

listen to …

- the characters going back in time
- the story of The Piped Piper of Hamelin
- sounds made by different musical instruments
- a dialogue about describing a past event
- Brian's unforgettable experience at a castle
- Ryan talking with his friend about his weekend
- an episode of *Enta the Dragon*
- a song about music

learn how to … (COMPETENCES)

- talk about where they were
- talk about musical instruments
- describe a past event
- distinguish between and pronounce /t/, /d/ and /ɪd/ sounds

practise … (DESCRIPTORS)

Lexical Areas

- places
- musical instruments
- places of entertainment

Grammar Focus

- *was/were*
- *there was/there were*
- past simple – regular

write …

- what their town/city was like 50 years ago
- a summary of the story of the Piped Piper of Hamelin
- an email to their friend about a place they visited last weekend

Module 8

- **In this module students will …**

read …

- about the family life of Incas
- about Sir Edmund Hillary
- short texts about heroes/villains
- Taz Dooley's article on Dian Fossey
- about King Arthur

listen to …

- Nayra, an Incan girl, telling Mona about the family life of Incas
- Sir Edmund Hillary's effort to find the Yeti
- a quiz show about famous people
- short texts about some heroes/villains
- a dialogue about the past
- Taz Dooley describing Dian Fossey
- a British legend, King Arthur
- a song about famous people and their contribution to our world

learn how to … (COMPETENCES)

- talk about past civilisations
- talk about famous people in the past
- talk about the past
- distinguish between and pronounce /aɪ/ and /iː/ sounds

practise … (DESCRIPTORS)

Lexical Areas

- activities
- famous people (and their jobs)
- (character) adjectives

Grammar Focus

- past simple – irregular
- *had/could*

write …

- about the Ancient Greeks and Ancient Egyptians
- about some famous people
- an article about Florence Nightingale or another person from the past that they admire

ACROSS CULTURES

Students will …

- read and talk about some traditional musical instruments from around the world
- find information about a traditional musical instrument from their country and present it to the class

GO GREEN

Students will …

- talk about the more environmentally-friendly way of living in the past
- make a project about other ways to be green

All About Russia!

- **Students will …**
  - read about different means of transport in Russia
  - write about means of transport in their city/town
  - read about popular sports in Russia
  - write about a popular sport in their country
  - read about places to visit in Russia
  - write about a popular place to visit in their country
  - read about national holidays in Russia
  - write about a national holiday in their country

Starter

Objectives

Lesson Objectives: To pronounce /æ/, /eɪ/, /eə/, /ɪ/, /aɪ/, /ɪə/, /ɒ/, /əʊ/, /ɔːl/, /ʌ/, /juː/, /ʊ/, /e/, /iː/ and /ɜː/, to revise the indefinite article *a/an*, to revise the alphabet, to revise school items, to revise colours, to revise numbers 1-1000, to revise cardinal and ordinal numbers, to revise the days of the week, to revise the time, to revise greetings, to revise classroom language
Vocabulary: The alphabet; School items *(book, eraser, umbrella, pencil, pencil case, pen, schoolbag, atlas, notebook, ruler, chair, desk , door);* Colours *(blue, red, brown, green, grey, orange, pink, purple, white, black yellow)*; Numbers 1-1000; Cardinal and ordinal numbers; Days of the week; Telling the time *(o'clock, quarter past, half past, quarter to)*; Greetings *(Hi!, Hello!, Goodbye!, Bye!, Good morning!, Good afternoon!, Good evening!, Good night!)*; Classroom language *(Open your books, please., May I borrow a pen, please?, May I come in?, Be quiet, please!, Come to the board, please., I'm sorry I'm late., I'm sorry, I don't understand this., Can you repeat that, please?, Go to page 15, please., Stand up, please., Sit down, please., May I go to the toilet?)*
Extra materials: Classroom objects (optional)

Lesson 1

GETTING STARTED

(Activities to meet the Ss.)

- Stand in front of a S and introduce yourself.
- Point to the S and elicit his/her name.
- Do the same for the rest of the class.

Before going into class

Go through the register; ask the Ss' previous teacher, etc. Find information about the Ss and adapt the following grid:

Find someone …	**NAME**
1 whose birthday is in (May).	_____
2 whose (mother) is a (teacher).	_____
3 who's got a (dog).	_____
4 whose house is near yours.	_____
5 who likes the same music as you.	_____
6 who's the same age as you.	_____

- Photocopy and hand out one grid per S.
- Go through the sentences and explain the activity.
- The Ss go around the classroom asking one another and completing the grid. Then, they report back to the class.

Reading

1 **To meet the characters**

- Play the recording for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *Fire*	***3*** *Air*
2 *Water*	***4*** *Earth*

Phonics

1 **To revise the /æ/, /eɪ/ and /eə/ sounds**

- Read the sounds and the words. The Ss repeat chorally or individually.
- Play the recording while the Ss listen and follow along.
- Ask the Ss to form pairs. One reads while the other checks and then they swap roles. Monitor the activity around the class.

2 **To revise the /ɪ/, /aɪ/ and /ɔːl/ sounds**

- Read the sounds and the words. The Ss repeat chorally or individually.
- Play the recording while the Ss listen and follow along.
- Ask the Ss to form pairs. One reads while the other checks and then they swap roles. Monitor the activity around the class.

3 **To revise the /ɒ/, /əʊ/ and /ɔːl/ sounds**

- Read the sounds and the words. The Ss repeat chorally or individually.
- Play the recording while the Ss listen and follow along.
- Ask the Ss to form pairs. One reads while the other checks and then they swap roles. Monitor the activity around the class.

4 **To revise the /ʌ/, /juː/ and /ʊ/ sounds**

- Read the sounds and the words. The Ss repeat chorally or individually.
- Play the recording while the Ss listen and follow along.
- Ask the Ss to form pairs. One reads while the other checks and then they swap roles. Monitor the activity around the class.

5 **To revise the /e/, /iː/ and /ɜː/ sounds**

- Read the sounds and the words. The Ss repeat chorally or individually.
- Play the recording while the Ss listen and follow along.
- Ask the Ss to form pairs. One reads while the other checks and then they swap roles. Monitor the activity around the class.

6 **To practise and consolidate the alphabet**

- Read the example and explain the task.
- Ask the Ss to form pairs.
- Then the pairs act out their dialogues in front of the class.

Suggested Answer Key

A: *Hi! I'm Agnes.*
What's your name?
B: *Kelly.*
A: *How do you spell it?*
B: *K-E-L-L-Y.*

Let's Play!

To practise the alphabet through a game

- Read the example and explain the game.
- The Ss take turns saying names, each one starting with a different letter, until they revise the whole alphabet.

Suggested Answer Key

S1: *Hi! I'm Alex.*
S2: *Hello! I'm Ben.*
S3: *Hey, I'm Celine. etc*

Lesson 2

1 **To revise the indefinite article *a/an* and school items**

- Refer the Ss to the grammar box.
- Read out the examples and explain how we use the indefinite article (***an*** before vowel sounds and ***a*** before consonant sounds).
- Allow time for the Ss to complete the task in their notebooks.
- Play the recording.
- Ss listen and check their answers.

Answer Key

2 *an*	***6*** *a*	***10*** *a*	***14*** *a*
3 *an*	***7*** *a*	***11*** *a*	***15*** *a*
4 *a*	***8*** *an*	***12*** *a*	
5 *a*	***9*** *a*	***13*** *a*	

Colours

2 **a)** **To revise colours**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.

b) **To practise colours**

- Refer the Ss to Ex. 1.
- Read the example out loud and ask the Ss to work in pairs.
- Then ask some pairs to report back to the class.

Suggested Answer Key

A: *What colour is the board?*
B: *It's white.*
A: *What colour is the umbrella?*
B: *It's orange.*
A: *What colour is the pencil?*
B: *It's red. etc*

Numbers

3 **a)** **To revise numbers 1-20**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.
- Ask various Ss to give the L1 equivalents.

b) **To practise numbers 1-20**

- Play the recording.
- The Ss listen and write the numbers they hear in their notebooks.
- Check their answers.

Answer Key

four, nine, twelve, fifteen, eighteen, twenty

AUDIOSCRIPT

Four
Nine
Twelve
Fifteen
Eighteen
Twenty

4 **To practise asking about addresses and telephone numbers**

- Read the example out loud and ask the Ss to work in pairs.
- Then ask some pairs to act out their dialogues.

Suggested Answer Key

A: *What's your address?*
B: *It's 8 Hallam Street.*
A: *How do you spell it?*
B: *H - A - double L - A - M.*
A: *What's your telephone number?*
B: *It's two-oh-seven-double two-eight-double six. etc*

5 **To practise numbers 21-1000**

- Allow time for the Ss to complete the task in their notebooks.
- Play the recording.
- Check their answers.

Answer Key

22 – twenty-two
30 – thirty
50 – fifty
70 – seventy
90 – ninety

Lesson 3

Ordinal numbers

1 **To present ordinal numbers**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.

2 **To practise ordinal numbers**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *5th – fifth*
3 *12th – twelfth*
4 *2nd – second*
5 *30th – thirtieth*
6 *3rd – third*

Days of the week

3 **a)** **To revise the days of the week**

- Allow time for the Ss to complete the task in their notebooks.
- Play the recording.
- The Ss listen and check their answers.

Answer Key

2 *Tuesday*
3 *Wednesday*
4 *Thursday*
5 *Friday*
6 *Saturday*
7 *Sunday*

b) **To practise and consolidate days of the week**

Ask the Ss and elicit different answers.

Suggested Answer Key

Monday, Tuesday, Wednesday, Thursday and Friday are school days. My favourite day is Saturday because I go to the park and play football with my friends.

Telling the time

4 **To revise telling the time**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.

5 **To practise telling the time**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.
- Read the example out loud and ask the Ss to work in pairs.
- Invite some pairs to act out their dialogues in front of the class.

Answer Key

A: *Excuse me. What time is it, please?*
B: *It's half past ten.*
A: *Thank you.*
B: *You're welcome.*

A: *Excuse me. What time is it, please?*
B: *It's ten past five.*
A: *Thank you.*
B: *You're welcome. etc*

Greetings

6 **To revise greetings**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.
- Ask various Ss to give the L1 equivalents.

7 **a)** **To practise greetings**

- Play the recording.
- The Ss listen and repeat.
- Check their pronunciation.
- Read the example out loud and ask the Ss to work in pairs.
- Then ask some pairs to act out the dialogue in front of the class.

b) **To practise and consolidate greetings**

- Ask the Ss to act out their dialogues in pairs.
- Invite some pairs to act out their dialogues in front of the class.

Suggested Answer Key

Maddy: *Hello, Lucy. How are you?*
Lucy: *Hi, Maddy. I'm fine. And you?*
Maddy: *Not bad.*
Lucy: *Oh, I'm late. Goodbye! See you later!*
Maddy: *Bye!*

Useful Language

8 **To revise classroom language**

- Allow the Ss time to read the phrases and complete the task in their notebooks.
- Play the recording.
- The Ss listen and check their answers.

Answer Key

1 *T*	***4*** *T*	***7*** *S*	***10*** *T*
2 *S*	***5*** *T*	***8*** *S*	***11*** *T*
3 *S*	***6*** *S*	***9*** *T*	***12*** *S*

Module 1

New friends

Topic	
In this module, Ss will explore the topics of school subjects, countries and nationalities.	
Module page	**11**
Lesson objectives: Overview of the module **Vocabulary:** Personality adjectives *(serious, clever, hard-working, polite, noisy, quiet, rude, silly, lazy, funny)*	
1a	**12-13**
Lesson objectives: To talk about going back to school, to talk about introductions, to present and practise the verb 'to be', to write a school timetable **Vocabulary:** School subjects *(Art, Music, Science, Geography, Maths, English, History, IT, PE)*	
1b	**14-15**
Lesson objectives: To describe others, to present and practise subject pronouns and possessive adjectives, to write a short description about yourself **Vocabulary:** Personality adjectives *(noisy, funny, friendly, sweet, hard-working, clever, trendy, polite, serious, quiet, rude, silly, lazy)*	
1c	**16-17**
Lesson objectives: To talk about countries and nationalities, to present and practise a situational dialogue, to present and practise question words, to prepare a quiz **Vocabulary:** Countries *(the UK, the USA, Greece, Spain, Turkey, China, Argentina, Russia, Italy, Poland, Mexico, Portugal)*; Nationalities *(Portuguese, Turkish, British, American, Russian, Greek, Italian, Spanish, Chinese, Polish, Argentinian, Mexican)*; Asking personal questions *(What's your name?, Where are you from?)*; Meeting sb for the first time *(Hi! My name's … ., Nice to meet you!, Welcome to our school.)*	

1d	18-19
Lesson objectives: To pronounce /æ/ and /eɪ/, to present and practise the use of capital letters, to write an email to your pen pal about yourself **Vocabulary:** Nouns *(student, actor, character, actress, pen pal)*	
Enta the Dragon	**20**
Lesson objectives: To read for pleasure **Vocabulary:** Consolidation	
Fun Time 1	**21**
Lesson objectives: To talk about school subjects **Vocabulary:** Consolidation	
Self-Check 1	**22**

What's in this module?

Read the title of the module *New Friends* and ask the Ss to suggest what they think the module is about *(the module is about school subjects, countries and nationalities)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

a world map (p. 16)
Where can you see maps like these? What do maps tell us? Where do you use maps?

a timetable (p. 13)
Where can you see timetables like these? Is it important to have timetables? Why?/Why not? Do you use timetables?

an email to a pen pal (p. 18)
Do you write emails? How often? Who do you write them to?

a quiz (p. 17)
Where can you see quizzes? Do you like quizzes? What's your favourite type of quiz? Why?

Vocabulary

1 a) To present vocabulary for personality adjectives

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

b) To practise personality adjectives

- Explain the task.
- Allow time for the Ss to complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

serious – positive	*quiet – positive*
clever – positive	*rude – negative*
hard-working – positive	*silly – negative*
polite – positive	*lazy – negative*
noisy – negative	*funny – positive*

2 To practise personality adjectives

- Refer the Ss to the pictures and explain the task.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *clever*	***4*** *quiet*
2 *hard-working*	***5*** *lazy*
3 *noisy*	***6*** *funny*

Module 1

1a

Reading

1 **To predict the content of the dialogue and to listen for confirmation**

- Go through the pictures of the dialogue and set the scene by asking questions.

  e.g. T: Where do you think the children are?
  Ss: At school.
  T: What do you think is happening in the last picture?
  Ss: Someone is coming out of the computer screen.

- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording while the Ss listen, read along and check their answers.

Answer Key

Ricky is a new classmate. ELF is a new electronic friend.

2 **a)** **To read for specific information**

- Allow the Ss some time to read the dialogue again and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *c* ***2*** *a* ***3*** *d* ***4*** *b*

b) **To give the dialogue a title**

Ask the Ss to read the dialogue again and come up with a title for it.

Suggested Answer Key

School again. / Back to school.

Vocabulary

3 **To present new vocabulary**

- Ask the Ss to copy the table in their notebooks.
- Refer the Ss to the pictures.
- Explain/Elicit any unknown words.
- The Ss complete the task.
- Play the recording.
- The Ss listen and check their answers.

Answer Key

Monday: *Art*
Tuesday: *Maths*
Wednesday: *Music*
Thursday: *Geography, English*
Friday: *Science*

4 **To practise talking about a school timetable**

- Read the example out loud and ask the Ss to work in pairs.
- Then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *What time is Art on Monday?*
B: *It's at 11:45.*
A: *What time is Science on Wednesday?*
B: *It's at 10:45.*
A: *What time is History on Friday?*
B: *It's at 9:30. etc*

Let's Play!

To practise school subjects through a game

- Read the example and explain the game.
- Ask the Ss questions related to school subjects and elicit answers from different Ss.

Suggested Answer Key

T: *How do you spell 'elephant'?*
S: *English!*
T: *How much is thirty-three and sixty-two?*
S: *Maths! etc*

Grammar

To present and practise the verb 'to be'

- Ss' books closed. Say and then write on the board: *I **am** a teacher*. Then, point to a S, say and write: *You **are** a student*. Elicit the verb (to be). Then say how it is formed following the same procedure to present negative and interrogative forms. Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the verb 'to be'. Elicit/Explain the short forms and the short answers.

5 **To practise the verb 'to be' and the new vocabulary**

- Refer the Ss to the grammar box and the example.
- Allow them time to complete the task in their notebooks.
- Check their answers.

Answer Key

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

6 **To practise the verb 'to be' and to read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Suggested Answer Key

1 *Is Charlie nine years old?*
No, he isn't. He is ten years old.
2 *Is he in Year 5?*
No, he isn't. He is in Year 6.
3 *Is the name of his school Green Allen School?*
No, it isn't. It's Green Valley School.
4 *Are his favourite subjects Maths and PE?*
No, they aren't. His favourite subjects are History and English.
5 *Are his favourite days Tuesdays and Thursdays?*
No, they aren't. His favourite days are Mondays and Wednesdays.

Writing

7 **PORTFOLIO** **To write your school timetable**

- Refer the Ss back to Ex. 3.
- Allow them time to write their school timetables in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

	8:30	***9:45***	***10:45***
Monday	*History*	*Maths*	*English*
Tuesday	*English*	*IT*	*History*
Wednesday	*Maths*	*Music*	*Science*
Thursday	*Geography*	*IT*	*English*
Friday	*Science*	*History*	*PE*

1b

Reading

1 **To introduce the topic, present new vocabulary and practise using a dictionary**

- Allow the Ss some time to put the adjectives in alphabetical order in their notebooks.
- Then, ask them to look the adjectives up and elicit the L1 equivalents.

Answer Key

clever, friendly, funny, hard-working, noisy, polite, sweet, trendy

2 **To read for specific information**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Ask the Ss to quickly read the first line of each paragraph.
- Elicit their answers to the questions.

Answer Key

Mona James is friendly.
Emma Richards is polite.
Lee Chan is hard-working.
Harry Taylor is funny.

3 **a)** **To listen and read for specific information**

- Play the recording while the Ss listen, read along and complete the sentences in their notebooks.
- Check their answers.

Answer Key

1 *green*	***3*** *eleven*
2 *Saturday*	***4*** *Music*

b) **THINK** **To personalise the topic**

Allow the Ss some time to decide on a character and ask them to say what they remember about him/her.

Suggested Answer Key

The character I like is Emma. She's polite and very trendy! Her favourite subjects are IT and English. Her favourite colour is yellow and her lucky number is eleven!

Vocabulary

4 **To present new vocabulary**

- Allow the Ss some time to match the opposites in their notebooks.
- Play the recording while they listen and follow along.
- Check the Ss' answers.

Answer Key

2 *C* ***3*** *D* ***4*** *B* ***5*** *A*

Let's Play!

To practise adjectives through a game

The Ss take turns miming an adjective for the rest of the class to guess the word.

Grammar

5 **To present and practise subject pronouns and possessive adjectives**

- Ss' books closed. Point to yourself and say: **'I'**, then write it on the board. Point to a S and say: **'you'**, then write it on the board. Point to a male S and say: **'he'**, then write it on the board. Explain that we use **'he'** for a boy or a man. Present the rest of the subject pronouns in the same way. Then say and write on the board: ***I** am a teacher. This is **my** pen.* Underline the words **'I'** and **'my'**. Present the other possessive adjectives in the same way. Elicit the L1 equivalents.
- Ss' books open. Allow the Ss time to copy and then complete the grammar box in their notebooks. Check their answers.

Answer Key

Subject Pronouns	*Possessive Adjectives*
I	*my*
you	*your*
*he/**she**/it*	*his/her/its*
we	*our*
you	*your*
they	*their*

6 **To practise subject pronouns**

- Allow the Ss some time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *They* ***4*** *It* ***6*** *You*
3 *We* ***5*** *he*

7 **To practise possessive adjectives**

- Allow the Ss some time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *C* ***3*** *B* ***4*** *B* ***5*** *A*

Listening

8 **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *d* ***2*** *e* ***3*** *a* ***4*** *b* ***5*** *c*

AUDIOSCRIPT

A: *Look at 5C's Class Book pictures! This is Blake. He's the clever one.*
B: *Blake? Is he?*
A: *Yes, and this is Charlie, the noisy one.*
B: *Is this Olivia?*
A: *Yes. Olivia is very polite. And this is Isabel, the trendy one.*
B: *Where's Oscar?*
A: *This is Oscar.*
B: *Is he noisy, too?*
A: *Oscar? Oh no. Oscar's very quiet.*

Speaking and Writing

9 a) **To practise speaking about yourself**

- The Ss ask and answer the questions in closed pairs.
- Ask some pairs to ask and answer the questions in front of the class.

Suggested Answer Key

A: *What are you like?*
B: *I am friendly and hard-working.*
A: *What's your favourite colour?*
B: *My favourite colour is blue.*
A: *What's your favourite football team?*
B: *My favourite football team is Chelsea.*
A: *What's your favourite subject?*
B: *My favourite subject is Geography.*
A: *What's your lucky number?*
B: *My lucky number is seven.*

b) **PORTFOLIO** **To write a short description about yourself**

Ask the Ss to use their answers from Ex. 9a and write a short description about themselves in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

I am really friendly and very hard-working! My favourite subject is Geography and my favourite

colour is blue. My lucky number is seven and my favourite football team is Chelsea.

1c

Vocabulary

1 **To learn countries**

- Draw the Ss' attention to the map.
- Read the example aloud and ask the Ss if they can identify any of the other countries marked on the map.
- Elicit their answers.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss time to write the names of the countries in their notebooks.
- Play the recording while they follow along and check their answers.

Answer Key

2	*Mexico*	**6**	*Argentina*	**10**	*Italy*
3	*the UK*	**7**	*Poland*	**11**	*Russia*
4	*Portugal*	**8**	*Turkey*	**12**	*China*
5	*Spain*	**9**	*Greece*		

2 **To learn nationalities**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

b	*8*	**e**	*11*	**h**	*5*	**k**	*6*
c	*3*	**f**	*9*	**i**	*12*	**l**	*2*
d	*1*	**g**	*10*	**j**	*7*		

3 **To practise countries and nationalities**

- Read the example and explain the task.
- The Ss choose roles and complete the task in closed pairs.
- Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

1 **A:** *How old is Rupert Grint?*
B: *He's twenty-eight years old.*
A: *Where is he from?*
B: *He's from the UK. He's British.*

2 **A:** *How old is Anna Kournikova?*
B: *She's thirty-five years old.*
A: *Where is she from?*
B: *She's from Russia. She's Russian. etc*

Everyday English

4 **a)** **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the words in the dialogue and act it out.

Suggested Answer Key

Dan: *Hi! My name's Dan. What's your name?*
Javier: *Hi, Dan. I'm Javier. Nice to meet you.*
Dan: *Nice to meet you, too! Where are you from?*
Javier: *I'm from Spain. I'm Spanish. Where are you from?*
Dan: *I'm from Poland. I'm Polish.*
Javier: *Welcome to our school, Dan.*
Dan: *Thanks.*

Grammar

To present question words

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

  Who is that girl? She's Mary, my sister. (people)
  What is it? It's a rubber. (thing)
  Where is my bag? It's on the desk. (place)
  How old are you? I'm ten. (age)
  When is Sue's birthday? In March. (time)

- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the question words. Elicit the L1 equivalents.

5 **To practise question words**

- The Ss complete the task in their notebooks.
- Then in pairs, they ask and answer the questions.

Answer Key

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

6 a) **To practise question words and learn facts through a quiz**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1	*B*		***5***	*Where*	*A*
2	*When*	*B*	***6***	*What*	*A*
3	*Who*	*A*	***7***	*Who*	*B*
4	*How*	*A*	***8***	*What*	*A*

b) **To prepare a quiz**

- Refer the Ss to Ex. 6a and ask them to prepare a similar quiz.
- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books. Alternatively, this can be done for homework.

Suggested Answer Key

1 *Who is a famous Spanish painter?*
A *Pablo Picasso* ***B*** *Vincent Van Gogh*

2 *Where is the Tower of Pisa?*
A *In Italy.* ***B*** *In Germany.*

3 *What is the capital of China?*
A *Shanghai* ***B*** *Beijing*

4 *Where is the Taj Mahal?*
A *In India.* ***B*** *In Thailand.*

5 *When is Thanksgiving Day?*
A *In November.*
B *In June.*

6 *How old is the Great Pyramid of Giza?*
A *Around 2,500 years.*
B *Around 4,500 years.*

7 *Who is a famous Scottish scientist?*
A *Albert Einstein* ***B*** *Alexander Fleming*

8 *What is the name of a famous clock in London?*
A *London Eye* ***B*** *Big Ben*

Answer Key

1	*A*	***3***	*B*	***5***	*A*	***7***	*B*
2	*A*	***4***	*A*	***6***	*B*	***8***	*B*

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about continents.

1d

1 a) **To present an email**

- Draw the Ss' attention to the picture.
- Ask them what kind of text they think it is.
- Elicit answers to the question.

Answer Key

It's an email.

b) **To practise reading skills and to listen for specific information**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss some time to complete the task in their notebooks.
- Play the recording while they listen and follow along.
- Check the Ss' answers.

Answer Key

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

2 **To read for specific information**

- Allow the Ss some time to read the text on their own and answer the questions orally or in writing in their notebooks.
- Check their answers.

Answer Key

1 *She's from London, UK.*
2 *She's 9 years old.*
3 *West Park School.*
4 *She's very friendly and funny.*
5 *Music and Art.*
6 *Taylor Lautner.*

Pronunciation

3 **To pronounce /æ/ and /eɪ/**

- Ask the Ss to copy the table in their notebooks.
- Read the words in the table out loud.
- The Ss repeat after you.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

	/æ/	/eɪ/
name		✓
back	✓	
am	✓	
game		✓
thanks	✓	
Spain		✓
play		✓
great		✓

Let's Play!

To have a short dialogue through a game

- Divide the class into two teams, A and B.
- Read the example and explain the game.
- Prepare questions and answers and hand them out randomly to Team A and Team B, respectively.
- The Ss in both teams ask and answer questions until they all find their pair.

Suggested Answer Key

A: *When is your birthday?*
B: *In June.*

A: *What is the capital of Italy?*
B: *Rome.*

A: *Where is the Parthenon?*
B: *In Greece.*

A: *Who is Leonardo da Vinci?*
B: *He's an Italian painter.*

A: *What nationality is Javier Bardem?*
B: *He's Spanish.*

A: *Where is Beyoncé Knowles from?*
B: *She's from the USA.*

A: *How old are you?*
B: *I'm ten.*

A: *Who is your favourite actor?*
B: *Rupert Grint.*

A: *What is your favourite subject?*
B: *Geography.*

A: *What is the name of a famous Russian square?*
B: *Red Square. etc*

4 **To present and practise the use of capital letters**

- Read the *Writing Tip*.
- Make sure the Ss have understood the use of capital letters.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *They are Gina and Ted Johnson and I'm their teacher.*
3 *Mario is from Lisbon, Portugal.*
4 *Her birthday is in June.*
5 *Where is Tina from?*
6 *Science classes are on Mondays and Wednesdays.*

Listening

5 **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *10 years old*
2 *Milton*
3 *clever*
4 *IT*
5 *blue*
6 *four*

AUDIOSCRIPT

Boy: *Hi! My name's Seth Watts. I'm ten years old and I'm a student at Milton School. That's M-I-L-T-O-N. I'm friendly and clever. I really love school and my favourite subjects are Science and IT. My favourite colour is blue. My lucky number is four. I love watching films, too. My favourite actor is Johnny Depp. He's amazing!*

Speaking and Writing

6 **To personalise the topic and talk about yourself**

- Refer the Ss to the questions.
- Tell them to work in pairs and ask and answer the questions about themselves.
- Ask a few pairs to report back to the class.

Suggested Answer Key

1 *My name's Ewa.*
2 *I'm from Poland.*
3 *I'm 10 years old. etc*

7 **To write an email about yourself**

- Refer the Ss to Ex. 1 and the plan in Ex. 7.
- Allow them some time to write the email in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Hello!

My name's Daniel Witkowski and I'm from Warsaw, Poland. I'm ten years old and I'm a student at Szkola Podstawowa.

I'm quite friendly and hard-working. My favourite subject is Geography. My favourite colour is yellow and my lucky number is eleven. My favourite actor is Daniel Craig. He's British. He's fantastic!

What about you? Please write and tell me!

Daniel

Dictation (Optional)

If you wish, you can do the dictation for Module 1. See p. 157.

Enta the Dragon (Episode 1)

1 a) To promote reading for pleasure

- Ask the Ss to look at the pictures and guess what the dialogue is going to be about. (e.g. *Enta meets a new neighbour.*)
- Play the recording.
- The Ss listen and follow the lines.
- Play the recording again with pauses for the Ss to listen and repeat chorally.

Extension

- Photocopy the episode and tippex out some key words (e.g. *neighbour*, *meet*, *master*, *help*, *kind*, *careful*, *fun*, *hold*).
- Hand out the photocopies.
- Then play the recording.
- The Ss listen to the story and fill in the missing words.

b) To take roles and read a dialogue

The Ss take roles and read the dialogue.

Fun Time 1

BREAK THE CODE

1 a) To consolidate vocabulary learnt in the module

- Explain the task and how the two lines of letters correspond with each other.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

HELLO. I'M ALEX.
I'M FROM SPAIN.
WHERE ARE YOU FROM?

b) To write a message in code

- Refer the Ss to the table and ask them to write a message in code of their own in their notebooks.
- Then, in pairs, the Ss try to solve each other's coded message.

Suggested Answer Key

S	V	O	O	L
H	E	L	L	O

R	'	N
I	'	M

T	L	M	T
G	O	N	G

.

R	'	N
I	'	M

U	I	L	N
F	R	O	M

X	S	R	M	Z
C	H	I	N	A

.

R	'	N
I	'	M

X	S	R	M	V	H	V
C	H	I	N	E	S	E

.

Ha ha ha!

To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke out loud.

SONG

1 To consolidate school subjects

- Ask the Ss to look at the picture and identify the school subjects.
- Play the recording.
- The Ss listen and follow the lines in their books.
- Play the recording again.
- The Ss listen and sing along.
- Then, ask them to list the school subjects in alphabetical order in their notebooks.

Answer Key

Art, English, Geography, History, IT, Maths, Music, PE, Science

2 To express a personal opinion

- Initiate a class discussion about school subjects.
- Ask the Ss to tell you what their favourite subject is.

- Elicit answers from everyone around the class and see which subject is the most popular.

Suggested Answer Key

Ben: Maths	*Mary: Music*
Susan: English	*Eve: English*
Chris: Science	*Jared: PE*
Jim: Art	*Kelly: Art*
Anne: English	*Lynne: English*

The top favourite subject in my class is English.

Self-Check 1

1 *1 IT* *3 History* *5 Geography*
2 English *4 Music*

2 *1* ***h****ard-working* *3* ***p****olite*
2 ***n****oisy* *4* ***s****illy*

3 *1 Argentinian* *4 Turkish*
2 Chinese *5 Russia*
3 Greece *6 Polish*

4 *1 my* *4 We* *7 your*
2 Who *5 Where* *8 How*
3 Their *6 Her*

5 *1 B* *2 A* *3 C* *4 B* *5 A*

6 *1 C* *2 A* *3 B*

Module 2

All about me

Topic	
In this module, Ss will explore the topics of appearance, personal belongings and activities.	
Module page	**23**
Lesson objectives: Overview of the module **Vocabulary:** Activities *(swim, dance, run, whistle, ride a bike, snowboard, paint, sing, drive a car, play basketball, ride a horse, play football)*	
2a	**24-25**
Lesson objectives: To talk about a computer program, to present and practise the verb 'have got', to write an imaginary description of yourself **Vocabulary:** Parts of the body *(hair, head, ear, hand, arm, knee, leg, foot, beard, mouth, teeth, moustache, nose, eye)*; Nouns *(science museum, gallery, computer program, top model, screen)*; Adjectives *(straight, long, blue, curly, short, small, wavy, big, green, fair)*	
2b	**26-27**
Lesson objectives: To talk about personal belongings, to present and practise subject plurals and *this-that/these-those*, to present and practise a situational dialogue, to act out a dialogue about buying things, to write about first personal items **Vocabulary:** Personal belongings *(schoolbag, watch, lunchbox, handbag, glasses, roller skates, digital camera, helmet, mobile phone, skateboard, trainers, cap, T-shirt, laptop, jeans)*; Buying things *(What can I do for you?, Do you need any help?, What about …?, I'd like …, That sounds good!)*	

2c	28-29
Lesson objectives: To talk about activities and abilities, to present and practise the modal verb *can* when used for ability **Vocabulary:** Activities *(consolidation)*	
2d	**30-31**
Lesson objectives: To talk about a blog entry, to act out a dialogue, to pronounce /s/, /z/ and /ɪz/, to present and practise the use of punctuation, to write a blog entry about your favourite star **Vocabulary:** Nouns *(blog entry, fact file, TV programme, video games)*; Verb *(post a comment)*	
Myths and Legends	**32**
Lesson objectives: To read for pleasure **Vocabulary:** Nouns *(leprechaun, elf, fairy, troll)*	
Fun Time 2	**33**
Lesson objectives: To talk about amazing animals **Vocabulary:** Nouns *(second, can)*; Verbs *(skateboard, play the piano)*	
Self-Check 2	**34**
Across Cultures	**35**
Lesson objectives: To talk about schools in Australia, Colombia and Russia **Vocabulary:** Nouns *(school year, uniform)*; Adjectives *(primary, secondary)*; Phrase *(summer holidays)*	
CLIL TIME: *Geography*	**36**
Lesson objectives: To talk about Geography **Vocabulary:** Nouns *(salt, mountain, soil, countryside)*; Adjectives *(dead, icy)*	

What's in this module?

Read the title of the module *All about me* and ask the Ss to suggest what they think the module is about (*the module is about appearance, personal things and activities*). Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

incredible animals (p. 28)
Do you know of any incredible animals? What can they do? Are they famous?

a blog entry (p. 30)
Where can you see a blog entry? Do you read blogs? If so, what are they about? If not, would you like to? Why (not)?

personal things (p. 26)
Have you got any of these things? If so, which ones?

a famous singer (p. 31)
What type of music do you listen to? Who's your favourite singer? Can you name a few famous singers from your country?

Vocabulary

1 **To present vocabulary for activities**

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

Let's Play!

To practise activities through a game

- Read the example and explain the game.
- The Ss play in pairs.
- One S mimes an activity for the other to guess what he/she can do.

Suggested Answer Key

A: *(mimes swimming) What can I do?*
B: *You can swim! etc*

2a

Reading

1 **To predict the content of the dialogue and to listen for confirmation**

- Go through the pictures of the dialogue and set the scene by asking questions.

  e.g. T: (pointing to the computer screen in picture 1) Who's this?
  Ss: It's Emma.
  T: (pointing to the computer screens in picture 2) Who are they?
  Ss: They're Mona and Harry.
  T: (pointing to the computer screen in picture 3) What do they all look like?
  Ss: They look like ELF people.

- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss some time to think of two questions about the dialogue and write them in their notebooks.
- Play the recording while the Ss listen and read along to see if they can answer their questions.

Suggested Answer Key

Where are the children?
They are at the Science Museum.

What are they looking at?
They are looking at a computer screen.

2 a) **To read for specific information**

- Allow the Ss some time to read the dialogue again and complete the task in their notebooks.
- Check their answers.

Answer Key

2 ***g****allery*	***4*** ***o****ld,* ***g****rey,* ***b****eard*	***6*** ***s****creen*
3 ***s****hort*	***5*** ***t****op*	

b) **To give a summary**

- Refer the Ss to Ex. 2a.
- Ask a few Ss to give a summary of the dialogue.

Suggested Answer Key

*Mona, Emma, Lee and Harry are at the Science Museum. They are at the **Who am I?** gallery. They all look different in the computer program; Emma has got short dark hair. Harry is an old man and he's got grey hair and a beard. Mona looks like a top model. At the end, there are four ELF people on the screen.*

Vocabulary

3 a) **To present new vocabulary**

- Draw the Ss' attention to the picture and the indicated parts of the body.
- Play the recording.
- The Ss listen and repeat chorally or individually.
- Ask various Ss to give the L1 equivalents.

b) **To practise new vocabulary**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

hair: *long, curly, short, wavy, fair, straight*
eyes: *blue, small, big, green*
nose: *long, short, small, big*

Let's Play!

To practise the new vocabulary through a game

- Refer the Ss to the example and explain the game.
- The Ss take turns describing others, using the vocabulary presented in Ex. 3.

Suggested Answer Key

S: *Close your eyes. Helen's got long brown hair. True or false?*
T: *False! etc*

Grammar

To present the verb 'have got'

- Ss' books closed. Point to your hair and say: *I **have (I've) got** long hair.* Then write it on the board. Point to different Ss and give examples in all forms: *She **has** (She**'s**) **got** green eyes. They **have not (haven't) got** curly hair. **Have** you **got** a small nose? **Yes**, I **have**./**No**, I **haven't**.* Underline the words in bold. Elicit the verb (*have got*). Then say how it is formed following the same procedure to present negative and interrogative forms. Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the verb 'have got'. Elicit/Explain the short forms and the short answers.

4 **To practise the verb 'have got'**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *has got*	***4*** *has got*
3 *hasn't got*	***5*** *have got*

5 **To practise questions and short answers with the verb 'have got'**

- Refer the Ss to the picture in Ex. 4.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *Have Grace and Ella got fair hair? No, they haven't.*
2 *Has Grace got short hair? Yes, she has.*
3 *Has Ella got short hair? No, she hasn't.*
4 *Have Grace and Ella got blue yes? No, they haven't.*

Speaking and Writing

6 a) **To personalise the topic**

- Ask the Ss to work in pairs.
- Then, ask some pairs to act out their dialogues.

Suggested Answer Key

I look very different. I've got long fair hair. I've got big blue eyes and a small nose.

b) **To write an imaginary description of yourself**

- Read the example and explain the task.
- Allow them some time to draw a picture and write the description in their notebooks and ask a few Ss to read it out loud. Alternatively, this can be done for homework.

Suggested Answer Key

Look at me! I've got short dark hair and blue eyes! I haven't got a beard, but I've got a moustache!

2b

Vocabulary

1 a) **To present new vocabulary**

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

b) **To personalise the topic**

- Refer the Ss to the pictures.
- Read the example and ask the Ss to talk about themselves, telling the class what they have/haven't got.

Suggested Answer Key

I've got a watch. I haven't got a digital camera. etc

Reading

2 **To predict the content of the text and to listen for confirmation**

- Draw the Ss' attention to the pictures.
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Elicit the Ss' guesses to the question and then play the recording.
- The Ss listen and read along to check their answers.

Suggested Answer Key

The pictures show some of the first things that David Stuart used when he was little.

3 **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *f* ***3*** *e* ***4*** *a* ***5*** *c* ***6*** *b*

Grammar

To present regular and irregular plurals

- Ss' books closed. Explain that in the plural we usually add **-s** to the noun, e.g., *pen – pen**s***. Say a few regular nouns in the singular aloud. The Ss say the corresponding plural form.
- Ss' books open. Read the examples in the table aloud and focus the Ss' attention on the different plural endings. Then, read the theory for irregular plurals aloud.

4 **To practise plurals**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *two watches*
3 *two fish*
4 *three tomatoes*
5 *two buses*
6 *two skateboards*
7 *three mice*
8 *two T-shirts*

Grammar

To present *this – that/these – those*

- Ss' books closed. Point to a book close to you, say and write on the board: ***This is*** *a book*. Point to a bag far away from you, say and write: ***That is*** *a bag*. Underline the words in bold. Present the plural forms *(these, those)* the same way.
- Ss' books open. Read the examples in the table aloud, checking the Ss' understanding.

5 **To practise *this – that/these – those***

- Refer the Ss to the pictures.
- Read the example aloud and explain the task.
- Allow time for the Ss to complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

2 *These are skateboards*
3 *These are trainers.*
4 *This is a lunchbox.*
5 *Those are laptops.*
6 *Those are roller skates.*
7 *That is a watch.*
8 *That is a mobile phone.*

Everyday English

6 a) **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

Suggested Answer Key

Shop Assistant: *Good morning.* ***What can I do for you?***
Tom: *Hello.* ***I'd like*** *to buy something for my sister.*
Shop Assistant: *Certainly.* ***What about*** *a handbag?*
Tom: ***That sounds good!*** *How much is this red one, please?*
Shop Assistant: *It's £20. etc*

7 **To practise role-playing**

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 6 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. Ss can refer to the diagram while doing the task. Ask a few pairs to act out their dialogues in front of the class.

SA	**SB**
offer to help *(What can I do for you?)*	say what you want to buy *(I want to buy...)*
suggest a thing *(What about...?)*	agree and ask about price *(That sounds good! How much...?)*
give price *(It's €...)*	give money *(OK. ...)*

Suggested Answer Key

Shop Assistant: *Good morning. Do you need any help?*
Anita: *Hello. I'd like to buy something for my brother.*

Shop Assistant: *Certainly. What about a digital camera?*
Anita: *That sounds good! How much is this one, please?*
Shop Assistant: *It's €60. etc*

Speaking and Writing

8 a) **THINK** **To personalise the topic**

- Ask the Ss about the first things they used when they were little.
- Elicit various answers.

Suggested Answer Key

My fabulous firsts are a red watch, a yellow lunchbox, a teddy bear and a green bike.

b) PORTFOLIO AIM **To make a project about first personal items**

The Ss use Ex. 2 as a model to make the project. Alternatively, this can be done for homework.

Suggested Answer Key

This is my first bike. It's red, my favourite colour!
These are my first shoes. They are too small for me now!

2c

Words Vocabulary

1 a) AIM **To revise vocabulary for activities**

- Allow the Ss some time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *k*	***5*** *j*	***8*** *l*	***11*** *a*
3 *d*	***6*** *b*	***9*** *c*	***12*** *f*
4 *g*	***7*** *i*	***10*** *h*	

b) AIM **To personalise the topic**

- Allow the Ss some time to complete the task orally or in writing in their notebooks.
- Ask a few Ss to report back to the class.

Suggested Answer Key

I can ride a horse. I can't snowboard. etc

Reading

2 a) AIM **To practise vocabulary for activities**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Refer the Ss to Ex. 1a.
- Allow them time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *whistle*	***5*** *play basketball*
2 *dance*	***6*** *play football*
3 *swim*	***7*** *paint*
4 *run*	***8*** *drive a car*

b) THINK AIM **To recall information from a text**

- Allow the Ss a minute to read the texts, then close their books and try and remember one thing from each text.
- Check their answers.

Suggested Answer Key

Bibi can whistle and dance.
Hong can paint.
Porter can drive a car.

Did you know?

AIM **To stimulate interest in the lesson**

Read the *Did you know?* box aloud. Initiate a brief class discussion about animals.

Grammar

3 AIM **To present the modal verb *can* when used for ability**

- Ss' books closed. Pretend that you are writing in a notebook, then write on the board: *I **can** write*. Underline the word **can** and explain that we use it to talk about things we are able to do. Say, then write on the board: *I **can't** fly*. Underline the word **can't** and explain that we use it to talk about things we aren't able to do.
- Ss' books open. Read the examples in the table aloud and point out that **can/can't** is the same in all persons. Ask the Ss to find examples of the verb 'can' in the text on p. 28.

Answer Key

can surprise, can do, can do, can say, can also whistle and dance, can swim and run, can play basketball, can play football, can even paint, Can you give me a lift? can drive

4 AIM **To practise the verb *can/can't***

- Allow the Ss some time to complete the task in their notebooks.
- Check their answers.

Suggested Answer Key

2 *can*	***4*** *can*	***6*** *can*
3 *can't*	***5*** *can't*	

Speaking

5 **To practise and consolidate the verb *can/can't***

- Ask the Ss to copy the table in their notebooks.
- Allow time for the Ss, in pairs, to ask and answer questions and complete the table.
- Then, ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *John, can you whistle?*
B: *Yes, I can, but not very well. etc*

Listening

6 **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *C* ***2*** *C* ***3*** *A* ***4*** *C*

AUDIOSCRIPT

Narrator: *Listen and choose.*

Narrator: ***1 What can Ben do?***
Emily: *I really love snowboarding. Can you snowboard, Ben?*
Ben: *No. I can't.*
Emily: *Oh, well what about horse riding? Can you ride a horse?*
Ben: *No, I can't, but I can swim really well.*

Narrator: ***2 What is Diana's favourite activity?***
Frank: *Diana, can you play basketball or ride a bike?*
Diana: *Well, yes, but they are not my favourite activities.*
Frank: *What is your favourite activity, then?*
Diana: *Football!*

Narrator: ***3 What time can Kelly and her friend go swimming?***
Kelly: *Dad, can we go swimming at nine, tomorrow?*
Man: *No, sorry. I'm very busy.*
Kelly: *Well, what time can we go, then? At ten?*
Man: *At twelve o'clock.*

Narrator: ***4 Who is Chico?***
Harry: *Come and see this video about Chico!*
Tina: *Chico? Is it an elephant?*
Harry: *No, it's a dog. He can play football!*
Tina: *Brilliant! Animals are so clever! My friend's got a parrot and it can whistle!*

Let's Play!

To practise and consolidate the verb *can/can't* through a game

- Explain the game.
- The Ss, in pairs, take turns making sentences with *can/can't*, as in the example.

Suggested Answer Key

A: *B!*
B: *I can play **b**asketball!*
A: *C!*
B: *A **c**at can climb trees! etc*

2d

Reading

1 **To stimulate interest and predict the content of a text**

- Refer the Ss to the blog entry and the questions.
- Check their answers.

Suggested Answer Key

Maggie's favourite actor is Ashton Kutcher. He is from the USA. He is American.

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

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Refer the Ss to the fact file and allow them time to complete the task in their notebooks.
- Then play the recording for them to listen and check their answers.

Answer Key

2 *Cedar Rapids*
3 *brown*
4 *Two and a Half Men*
5 *video games*
6 *snowboard*

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

- Ask the Ss to work in pairs.
- Each pair decides on their roles.
- Ask a pair to read the example aloud.
- Then, the Ss ask and answer questions in closed pairs.
- Ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: *Where is he from?*
B: *He's from Cedar Rapids, Iowa, USA.*
A: *What colour hair has he got?*
B: *He's got brown hair.*
A: *What colour eyes has he got?*
B: *He's got brown eyes. etc*

Pronunciation

4 **To pronounce /s/, /z/ and /ɪz/**

- Read all the words in the table out loud.
- The Ss repeat after you.
- Ask the Ss to copy the table in their notebooks.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

	/s/	/z/	/ɪz/
caps	✓		
eyes		✓	
watches			✓
glasses			✓
bikes	✓		
games		✓	
lunchboxes			✓
helmets	✓		

5 **To present and practise punctuation**

- Read the *Writing Tip*.
- Make sure the Ss have understood the rules of punctuation.
- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *He's my brother, Adam.*
3 *I can dance, whistle and sing.*
4 *She's got beautiful hair.*
5 *He's a great actor.*
6 *I've got a camera, a watch and a skateboard.*

Listening

6 a) **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *A* ***2*** *B* ***3*** *B* ***4*** *A*

AUDIOSCRIPT

Frank: *Hi, Judy! What are you doing?*
Judy: *Hi, Frank. I'm writing a fact file about my favourite singer, Katy Perry.*
Frank: *Oh, I like her, too! She's from Florida, right?*
Judy: *Of course not. She's from California.*
Frank: *Oops. Anyway, I like her green eyes.*
Judy: *Green eyes? She's got blue eyes!*
Frank: *Blue eyes?*
Judy: *Yes, Frank. She's got blue eyes. And her birthday is in October.*
Frank: *October? Not September?*
Judy: *Yes, Frank. Her birthday is in October. And listen to this. Her favourite things are trainers and cats. Just like me!*
Frank: *Well, Katy can sing really well. You can't.*
Judy: *Ha, ha. Anyway, Katy can dance, too. And she can play the guitar and the piano.*

b) **To give a presentation on a famous person**

- Refer the Ss to Ex. 6a.
- Allow them some time to complete the task in their notebooks.
- Ask individual Ss to report back to the class.

Suggested Answer Key

Katy Perry is my favourite singer. She is from California, USA. Katy has got blue eyes. Her birthday is on 25th October, 1984. Her favourite things are trainers and cats. She can sing, dance, play the guitar and the piano, too!

Speaking and Writing

7 **To personalise the topic**

- Draw the Ss' attention to the *Language Tip*, making sure they have understood how to use adjectives.
- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information and make notes under the corresponding headings. Alternatively, this can be done for homework.

Suggested Answer Key

Name: *Ryan Gosling*
Job: *actor, singer*
Where he is from: *Ontario, Canada*
Eye colour: *blue*
Hair colour: *brown*
Birthday: *12 November 1980*
Favourite things: *charity work, music*
What he can do: *sing and play music*

8 **To write a blog entry about your favourite star**

- Explain the task and remind the Ss that they can use their answers from Ex. 7 to help them and the text in Ex. 2 as a model.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers by asking individual Ss to read their blog entries aloud. Alternatively, this can be done for homework.

Suggested Answer Key

Ryan Gosling is my favourite actor. He is from Ontario, Canada. Ryan has got brown hair and blue eyes. His birthday is on 12th November, 1980. His favourite things are charity work and music. Ryan can sing and play music, too!

Dictation (Optional)

If you wish, you can do the dictation for Module 2. See p. 157.

Myths and Legends

1 **To introduce the topic and listen for confirmation**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Direct the Ss' attention to the pictures and elicit answers to the question in the rubric.
- Then play the recording.
- The Ss listen and follow along to check their guesses.

Answer Key

1 *leprechauns, elves*	***4*** *leprechauns*
2 *leprechauns*	***5*** *leprechauns*
3 *trolls*	***6*** *elves*

2 **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *drawing, music*	***4*** *shoes for elves and fairies*
2 *forests, lakes*	***5*** *animal, woman*
3 *rainbow*	***6*** *caves, bridges*

3 **To recall information from a text**

- Allow the Ss a minute to read the texts, then close their books and try to remember two things from each text.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

Leprechauns have got green clothes and a green hat. They have got pots of gold at the end of rainbows.
Elves' favourite things are drawing and music. They live in forests or near lakes.
Trolls are ugly. They live in caves or under bridges.

4 **To personalise the topic**

- Explain the task.
- Elicit various answers to the questions and brainstorm ideas from Ss around the class.
- Allow time for the Ss to complete the task in their notebooks and check their answers by asking individual Ss to read their texts aloud. Alternatively, this can be done for homework.

Suggested Answer Key

My own little person is called Angeletta, which means 'little angel'. She's got curly brown hair and big bright blue eyes. Her home is in the forest. She can do magic tricks and disappear! Her favourite things are music and singing. Her favourite colours are blue and purple.

Fun Time 2

AMAZING ANIMALS!

1 **To learn interesting facts about amazing animals**

- Refer the Ss to the pictures.
- Ask them to say what these animals are.
- Ask them to guess what might be amazing about each one.

- Ask individual Ss to read each fact aloud.
- Elicit/Explain the meaning of any unknown words.
- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information about other amazing animals. Alternatively, this can be done for homework.

Suggested Answer Key

Malie is an elephant that lives in Thailand. Malie can play basketball! She can hold the ball with her trunk and shoot standing on her hind legs!
Luna is a cow that lives in Germany. Luna can carry a rider on her back and jump like a horse!

Ha ha ha!

AIM To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke aloud.

SONG

1 AIM To listen for specific information

- Ask the Ss to look at the picture and say what they can see.
- Play the recording.
- The Ss listen and follow the lines in their books.
- Ask them to identify the items mentioned in the song.
- Play the recording again.
- The Ss listen and sing along.

Answer Key

trainers, teddy bear, skateboard, camera, comic collection, football, mobile phone

2 THINK AIM To express a personal opinion

- Ask the Ss to tell you what their top five favourite things are.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.
- You can divide the Ss into groups according to their preferences and see what things are the most popular.

Suggested Answer Key

My mobile phone, my skateboard, my bike, my camera and my laptop computer are my top five favourite things. They are my favourite because I can use them in my free time and have fun!

Self-Check 2

1 *1 **moustache, beard** 3 **wavy, nose***
*2 **head, hands** 4 **mouth, lips***

2 *a 3 b 2 c 4 d 5 e 1*

3 *1 yes 2 no 3 yes 4 no*

4 *1 Have you got blue eyes?*
2 Mark and David haven't got fair hair.
3 Has she got a mobile phone?
4 Paul hasn't got a skateboard.
5 I have got a digital camera.

5 *1 children 3 Those 5 These*
2 scarves 4 mice

6 ***Shop assistant:*** *Good morning. How can I help you?*
Angelina: *Hello. I want to buy something for my friend.*
Shop assistant: *Certainly. How about a T-shirt?*
Angelina: *That's a good idea! How much is this blue one, please?*
Shop assistant: *It's £15.*
Angelina: *OK. Here you are.*
Shop assistant: *Thank you.*

Across Cultures

1 **To introduce the topic and listen for confirmation**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording while the Ss listen and follow along.
- Check their answers.

Suggested Answer Key

In Australia, there are 200 days in a school year. Students must wear a uniform. Their summer holidays are in December and January. In Colombia, there are two different school years. Students must wear a uniform, too. In Russia, the school year is from September to May. Some students have got uniforms but some others haven't.

2 **To read for specific information**

- Allow time for the Ss to read the texts again and then complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *Australia*
3 *Australia/Colombia*
4 *Australia*
5 *Russia*
6 *Colombia*

3 **To read for specific information**

- Ask the Ss to copy the table in their notebooks.
- Allow the Ss some time to read the texts quickly and complete the table.
- Check the Ss' answers.
- Then ask individual Ss to talk about the schools in each of these countries.

Answer Key

	Australia	Colombia	Russia
School year	**200 days**	September to **June** or **February to November**	September to **May**
School day	9:00 a.m. to **3:30 p.m.**	–	8:30 a.m. to **3 p.m.**
School uniforms	yes	yes	some students

Suggested Answer Key

In Australia, there are 200 days in a school year. The school day is from 9 a.m. to 3:30 p.m. Students must wear a uniform.
In Colombia, there are two different school years; from September to June or from February to November. Students must wear a uniform.
In Russia, the school year is from September to May. The school day is from 8:30 a.m. to 3 p.m. Only some students must wear uniforms.

4 PORTFOLIO **To personalise the topic**

- Explain the task and tell the Ss that they can use ideas from Ex. 3.
- Allow the Ss time to complete the task in their notebooks and check their answers by asking individual Ss to read their descriptions aloud. Alternatively, this can be done for homework.

Suggested Answer Key

In Poland, the school year is from September to June. The school day is from 8 a.m. to 2:30 p.m. Students haven't got uniforms.

CLIL TIME: *Geography*

1 **a)** **To present geography facts through a quiz**

- Go through the questions and ask the Ss if they know anything about these places.
- Elicit the Ss' answers.
- Then allow the Ss time to complete the task in their notebooks.

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

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording while the Ss listen and follow along to check their answers to the quiz.

Answer Key

1 *no*	***4*** *no*	***7*** *yes*	***10*** *yes*
2 *yes*	***5*** *no*	***8*** *no*	
3 *yes*	***6*** *yes*	***9*** *no*	

2 **PORTFOLIO** @ **To learn interesting facts about places**

Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books. Alternatively, this can be done for homework.

Suggested Answer Key

The Dead Sea is in the Middle East.
The Red Sea is between Africa and Asia.
Iceland is near the Arctic.
The Black Sea is in eastern Europe.
The Canary Islands are near Africa.
The Yellow River is in Asia.
The Emerald Isle is in the north-west of Europe.
The Black Forest is in Germany.
The White House is in the USA.

Module 3

Family life

Topic	
In this module, Ss will explore the topics of family, daily routines and jobs.	
Module page	**37**
Lesson objectives: Overview of the module **Vocabulary:** Jobs *(footballer, police officer, vet, mechanic, racing driver, teacher, hairdresser, nurse, chef, pilot)*	
3a	**38-39**
Lesson objectives: To talk about a family weekend, to present and practise the possessive case, to draw your family tree **Vocabulary:** Family members *(grandfather, grandmother, father, mother, aunt, uncle, brother, sister, cousin)*	
3b	**40-41**
Lesson objectives: To talk about a typical weekday, to talk about an imaginary situation, to present and practise the present simple and the prepositions of time, to pronounce /s/, /z/, /ɪz/, to write about your typical weekday **Vocabulary:** Daily routines *(get up early, have a shower, walk to school, have breakfast, have lunch, do my homework, play with my friends, go to the gym, listen to music, cook dinner, wash the dishes, play computer games, watch TV, have a bath, go to bed late)*	

3c	42-43
Lesson objectives: To talk about jobs, to present and practise the adverbs of frequency, to practise question words, to present and practise a situational dialogue **Vocabulary:** Jobs *(consolidation)*; Making arrangements *(What are your plans for …?, How about playing …?, Do you fancy playing …?, How about …?, I'm afraid I can't., I can make it …, Excellent/Brilliant/Fab!)*	
3d	**44-45**
Lesson objectives: To talk about famous athletes, to present and practise *love/like/hate + -ing*, to act out an interview, to write about a famous sports person **Vocabulary:** Nouns *(racing driver, jogging, gym, training, practice)*	
Enta the Dragon	**46**
Lesson objectives: To read for pleasure **Vocabulary:** Consolidation	
Fun Time 3	**47**
Lesson objectives: To talk about jobs **Vocabulary:** Phrase *(lose kilos)*	
Self-Check 3	**48**

What's in this module?

Read the title of the module *Family life* and ask the Ss to suggest what they think the module is about *(the module is about family, daily routines and jobs)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

daily routines (p. 40)
What is your typical day like? Is it the same every day?

a short article (p. 44)
Where can you see an article like this? Do you read articles about sports people? If so, what are they about?

a family tree (p. 39)
What can we see in a family tree? Is your family big or small? How many people are there in your family? Have you got any brothers or sisters?

a famous football player (p. 43)
Do you know of any famous football players? Who's your favourite football player? Are there any famous football players from your country?

Vocabulary

1 **To present vocabulary for jobs**

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

2 **To personalise the topic**

- Explain the task.
- Allow the Ss to complete the task in their notebooks.
- Ask individual Ss to report back to the class.

Suggested Answer Key

1	*vet*	***6***	*nurse*
2	*chef*	***7***	*hairdresser*
3	*teacher*	***8***	*mechanic*
4	*police officer*	***9***	*footballer*
5	*pilot*	***10***	*racing driver*

Module 3

3a

Reading

1 **To predict the content of the dialogue and to listen for confirmation**

- Go through the pictures of the dialogue and set the scene by asking questions.

e.g. *T: Where are the children?*
Ss: They're in the mountains.
T: What are they doing?
Ss: They're skiing and snowboarding.
T: What do you think is happening in the last picture?
Ss: A boy is on the ground, covered in snow, and the children are laughing at him.

- Then elicit/explain the meanings of the words in the *Check these words box*. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording while the Ss listen, read along and check their answers.

Answer Key

Dave is Harry's uncle. Tom is Harry's cousin.

2 **a)** **To read for specific information**

- Allow the Ss some time to read the dialogue again and complete the task in their notebooks.
- Check their answers.

Answer Key

2 *T*
3 *T*
4 *F – Harry wants to take his friends* ***skiing****.*
5 *F – Mona can use* ***Harry's mum's*** *skis.*
6 *T*

b) **To give the dialogue a title**

Ask the Ss to read the dialogue again and come up with a title for it.

Suggested Answer Key

A skiing weekend

Vocabulary

3 **a)** **To practise vocabulary and listen for confirmation**

- Draw the Ss' attention to the family tree.
- Allow time for the Ss to complete the task in their notebooks.
- Play the recording.
- The Ss listen and check their answers.

Answer Key

2 *father* ***3*** *aunt* ***4*** *uncle* ***5*** *cousin*

b) **To present synonyms**

- Allow time for the Ss to look at the family tree and write the synonyms in their notebooks.
- Check their answers.

Answer Key

1 *grandpa = grandfather*
2 *auntie = aunt*
3 *dad = father*
4 *grandma = grandmother*
5 *mum = mother*

Grammar

4 **To present and practise the possessive case**

- Ss' books closed. Point to a female S, say and write on the board: *This is* ***Fiona's*** *pencil.* Underline the **'s**. Then, point to a male S, say and write: *This is* ***Peter's*** *book.* Underline the **'s**. Now point to several girls, say and write: *These are the* ***girls'*** *bags.* Draw the Ss' attention to the position of the apostrophe. Then, point to the drawings on the walls, say and write: *These are the* ***children's*** *drawings.* Elicit the rule. Write on the board: ***Whose*** *pen is this?* Elicit the use of the question word 'whose' to ask who sth belongs to.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the possessive case. Then, ask the Ss to find examples of the possessive case in the dialogue on p. 38.

Answer Key

Harry's, family's, dad's, uncle's, Dad's, mum's, Harry's, Tom's

5 **To practise vocabulary and the possessive case**

- Allow time for the Ss to look at the family tree and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *Jim and Vicky*
2 *Sofia, Jason and Rachel*
3 *Evelyn and Gavin*
4 *Anna*
5 *Mary and Luke/Gavin and Evelyn/John and Anna*
6 *Jim and Vicky*

Let's Play!

To practise vocabulary and the possessive case through a game

- Read the example and explain the game.
- The Ss, in pairs, take turns describing the family members in Ex. 3, as in the example.

Suggested Answer Key

S1: *Their names are Jim and Vicky. Who are they?*
S2: *Sofia's cousins.*

S1: *Her name is Mary. Who is she?*
S2: *Sofia's aunt.*

S1: *His name is Gavin. Who is he?*
S2: *Sofia's father. etc*

6 **To practise the possessive case**

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *My grandparents' house is very big.*
3 *My aunt's dogs are very cute!*
4 *Tom is my dad's friend.*
5 *Why are the children's toys here?*
6 *My sisters' names are Rita and Carol.*

Speaking and Writing

7 a) **To personalise the topic**

- The Ss ask and answer questions in pairs.
- Ask some pairs to act out their dialogues in front of the class.

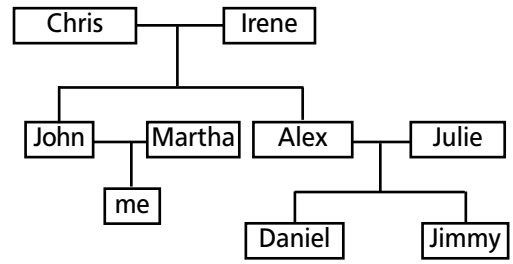
Suggested Answer Key

1 *My grandparents are called Chris and Irene. My parents' names are John and Martha.*
2 *I've got one uncle and one aunt. Their names are Alex and Julie.*
3 *I've got two cousins. Their names are Daniel and Jimmy.*

b) PORTFOLIO **To expand on the topic through artwork**

Refer the Ss to Ex. 3 and ask them to draw their family tree in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key



3b

Vocabulary

1 **To present new vocabulary**

- Draw the Ss' attention to the phrases and the pictures.
- Play the recording.
- The Ss listen and repeat chorally or individually.
- Ask various Ss to give the L1 equivalents.
- Then, ask the Ss questions about their typical weekday.
- Elicit answers from Ss all around the class.

Suggested Answer Key

I always have breakfast. I never go to bed late. etc

Reading

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

- Elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Explain the task and allow time for the Ss to complete it in their notebooks.
- Play the recording.
- The Ss listen, read and check their answers.

Answer Key

get up, have breakfast, walk to school, have lunch, cook dinner, play with my friends, do my homework, go to bed, wash the dishes, have a shower, watch TV

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

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1	*R*	***3***	*F*	***5***	*R*
2	*B*	***4***	*F*	***6***	*B*

b) THINK AIM **To talk about an imaginary situation**

- Refer the Ss to Ex. 2.
- Allow them time to read the texts again and ask a couple of Ss to pretend to be Ramla or Felipe and talk about their typical day.

Suggested Answer Key

(Ramla) I get up early and get ready for school. I have breakfast and then I walk to school with my sister. I have lunch at school. I finish at 3 o'clock and I go home with my sister. In the afternoon, I help my family and I play with my friends. In the evening, I do my homework. Then I have dinner with my family and at 7:30 I go to bed.

(Felipe) I get up early, get dressed and walk to school with my brothers. I have breakfast and lunch at school. I finish school at 12 and I go home with my brothers. In the afternoon, I always help my family and I play football with my friends. Then I have a shower and I do my homework. After that I watch TV. At 9 o'clock, I have dinner with my family and then I go to bed.

Grammar

4 AIM **To present the present simple (all forms) used for repeated actions, habits or daily routines**

- Ss' books closed. Say and write on the board: *I **live** in London.* Underline *live* and explain that it is in the present simple. Present the other persons in the same way. Explain the spelling rules of the third person singular.
- Ss' books open. Read the table aloud and focus the Ss' attention on the uses of the tense (for *repeated actions*, *daily routines* and *habits*). Ask the Ss to find examples of the present simple in the texts on p. 40.

Answer Key

Text 1: get up, get ready, have, walk, starts, sing, have, have, finish, go, help, walk, get, cooks, play, do, have, go

Text 2: get up, get dressed, walk, don't have, have, start, have, finishes, go, help, wash, meet, play, have, do, watch, have, go

Form/Use

*We use the **present simple** for repeated actions, habits or daily routines. Most verbs take an **-s** in the 3rd person singular (he, she, it) in the affirmative.*
*I live – she live**s**, I talk – he talk**s***
*The verbs that finish in **-ss**, **-sh**, **-ch**, **-x** and **-o** take **-es**.*
*I miss – she miss**es**, I finish – she finish**es**, I watch – she watch**es**, I mix – she mix**es**, I go – she go**es***
*The verbs that finish in a **consonant + y**, drop the **-y** and take **-ies**.*
*I cry – she cri**es***
*The verbs that finish in a **vowel + y** only take an **-s**.*
*I say – she say**s***

5 AIM **To practise the present simple and consolidate the spelling rules of the third person singular**

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

Answer Key

2 *goes*	***5*** *does*	***8*** *goes*
3 *starts*	***6*** *watches*	
4 *finishes*	***7*** *listens*	

6 AIM **To practise the present simple negative form**

- Read the example out loud and explain the task.
- Refer the Ss to Ex. 5 and allow them time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *He doesn't go to school at 8:00. He goes to school at 7:45.*
3 *School doesn't finish at 3:00. It finishes at 2:30.*
4 *He doesn't listen to music in the afternoon. He does his homework and watches TV in the afternoon./He listens to music in the evening.*
5 *He doesn't go to bed at 10:00. He goes to bed at 9:30.*

Pronunciation

7 AIM **To pronounce /s/, /z/ and /ɪz/**

- Read all the words in the table out loud.
- The Ss repeat after you.
- Ask the Ss to copy the table in their notebooks.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
lives		✓		*walks*	✓		
likes	✓			*teaches*			✓
watches			✓	*goes*		✓	

8 **To practise the present simple interrogative form and short answers**

- Read the example aloud and explain the task.
- Allow the Ss time to complete the task in their notebooks.
- Check the Ss' answers.

Suggested Answer Key

2 *Do you walk to school? Yes, I do.*
3 *Does your father cook dinner? Yes, he does.*
4 *Do you have a shower in the morning? No, I don't.*
5 *Do you go to the gym in the afternoon? Yes, I do.*

Grammar

To present prepositions of time

- Ss' books closed. Write on the board: ***in*** *November*, ***in*** *summer*, ***in*** *the morning/afternoon/evening*, ***in*** *2013*. Underline the preposition ***in*** and explain how it is used. Present the rest of the prepositions in the same way.
- Ss' books open. Read the table aloud and make sure the Ss have understood when to use each preposition.

9 **To practise prepositions of time**

- Refer the Ss to the grammar box.
- Allow them time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *at* ***3*** *on* ***4*** *at* ***5*** *in* ***6*** *in*

Let's Play!

To practise the present simple and prepositions of time through a game

- Divide the Ss into two teams.
- Explain that each team must use the words in the list and write as many sentences as they can in their notebooks using the present simple and prepositions of time in four minutes.
- When the time is up, ask both teams to read out their sentences.
- The team that has written the most sentences wins.

Suggested Answer Key

My friend goes to the gym at the weekend.
I always have a shower in the afternoon.
My mum goes to the gym on Saturdays. etc

Speaking and Writing

10 a) **To personalise the topic**

- The Ss ask and answer questions in pairs.
- Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *What time do you get up?*
B: *At 7:00 a.m.*
A: *What time do your classes start?*
B: *At 8:00 a.m. etc*

b) **THINK** **To write about your typical weekday**

- Refer the Ss to Ex. 2.
- Allow time for the Ss to complete the task in their notebooks. Alternatively, this can be done for homework.
- Check their answers.

Suggested Answer Key

Ramla gets up at 5:30 in the morning. I get up at 7 o'clock. She walks to school. I go to school by bus. Ramla's school starts at 7:15 in the morning. My school starts at 8 o'clock. Ramla finishes school at 3 o'clock. I finish school at 2:30. In the afternoon, Ramla plays with her friends. I do my homework in the afternoon. Ramla goes to bed at 7:30. I go to bed at 10 o'clock.

3c

Vocabulary

1 **To practise new vocabulary**

- Draw the Ss' attention to the pictures and the definitions.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *g A pilot flies planes.*
3 *a A vet looks after sick animals.*
4 *c A footballer plays football.*
5 *e A teacher teaches children.*
6 *d A mechanic fixes cars.*
7 *j A police officer protects people.*
8 *i A nurse looks after sick people.*
9 *h A racing driver drives cars.*
10 *f A hairdresser does people's hair.*

Listening

2 a) To listen for specific information

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

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

1 *work in an animal clinic, look after sick animals*
2 *work in a school, teach Maths*
3 *work in a hospital, look after sick people*

AUDIOSCRIPT

Narrator: *1*
Man: *My name is Simon. I work in an animal clinic. I look after sick animals. In my free time, I usually work on my car. I love cars a lot!*
Narrator: *2*
Woman: *Hi, I'm Vicky. At the weekends, I look after sick animals, but that's not my job. I work in a school. I teach Maths.*
Narrator: *3*
Woman: *I'm Wendy. I work in a hospital. I look after sick people. In my free time, I learn to fly planes.*

b) To listen for specific information

- Explain the task.
- Refer the Ss to the sentences.
- Play the recording again while the Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *YES* **3** *NO* **5** *YES*
2 *YES* **4** *NO* **6** *NO*

Grammar

3 To present adverbs of frequency and learn their position in sentences

- Ss' books closed. Say and write on the board: *I usually get up at 7:30.* Ask the Ss to say the verb *(get up)* and the adverb of frequency *(usually)*. Now say and write: *I am always at school on time.* Ask the Ss to say the verb *(am)* and the adverb of frequency *(always)*. Ask the Ss to look at the two sentences and tell you whether adverbs of frequency go before or after the verb (**before main verbs** and **after the verb 'to be'**).
- Ss' books open. Read the table aloud and make sure the Ss have understood the position of adverbs of frequency in sentences. Ask them to tell you the rule.

Answer Key

- *Adverbs of frequency go **before** main verbs and **after** the verb 'to be'.*

4 To practise adverbs of frequency

- Refer the Ss to the grammar box.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *often drives* **4** *sometimes wash*
3 *is always* **5** *never goes*

5 To practise the present simple, adverbs of frequency and question words

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

5 *How often have you got football practice?*
3 *How long do you train every day?*
8 *Where do you usually have lunch?*
2 *What do you usually do at home?*
4 *How often do you watch football on TV?*
6 *What do you usually do in your free time?*
7 *Do you often eat in restaurants?*

6 a) To practise the present simple, adverbs of frequency, prepositions of time and question words

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2	*in*	***6***	*at*
3	*has*	***7***	*always*
4	*usually has*	***8***	*What*
5	*watches*		

b) **To personalise the topic**

- Allow time for the Ss to complete the task in their notebooks.
- Ask a few Ss to talk about themselves in front of the class.

Suggested Answer Key

I always do my homework in the evening.
I usually have dinner at 9 o'clock.
I sometimes watch TV before dinner. etc

Everyday English

7 **a)** **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

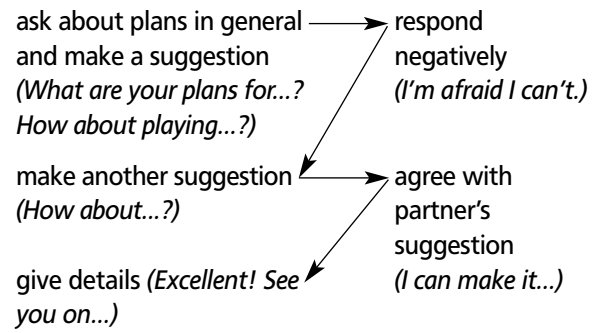
- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

Suggested Answer Key

Paul: *Hi, David! It's Paul!*
David: *Oh, hi, Paul. What's up?*
Paul: ***What are your plans for*** *this Saturday morning?* ***How about playing*** *my new video game?*
David: *In the morning?* ***I'm afraid I can't.*** *I always go to the gym on Saturday morning.*
Paul: ***Do you fancy playing*** *in the evening, then?*
David: ***I can make it*** *in the evening. Let's meet then.*
Paul: ***Fab!*** *See you on Saturday evening then.*

8 **To practise role-playing**

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 7 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. Ss can refer to the diagram while doing the task. Ask a few pairs to act out their dialogues in front of the class.



Suggested Answer Key

Simon: *Hi, Karen! It's Simon!*
Karen: *Oh, hi, Simon. What's up?*
Simon: *What are your plans for this Saturday evening? Do you fancy watching a DVD?*
Karen: *In the evening? I'm afraid I can't. I always help my mum cook on Saturday evening.*
Paul: *How about meeting earlier, then, in the afternoon?*
Karen: *I can make it in the afternoon. Let's meet then.*
Paul: *Excellent! See you on Saturday afternoon then.*

3d

Reading

1 **a)** **To predict the content of the dialogue and to listen for confirmation**

- Draw the Ss' attention to the pictures.
- Ask them how they think the pictures are related to the text.
- Elicit the Ss' answers.
- Elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording while the Ss listen and check their answers.

Suggested Answer Key

Maybe the text is about someone's daily activities.

b) **To fill in missing information**

- Explain the task.
- Allow time for the Ss to read and complete the task in their notebooks.
- Check their answers.

Answer Key

2 *gets up*	***4*** *has*	***6*** *loves*
3 *goes*	***5*** *checks*	

2 **To read for specific information**

- Refer the Ss to the text in Ex. 1.
- Allow them time to read it again and answer the questions.
- Check the Ss' answers.

Answer Key

a) *paragraph 1*	***c)*** *paragraph 3*
b) *paragraph 4*	***d)*** *paragraph 2*

3 **a)** **To learn about famous athletes**

- Draw the Ss' attention to the names.
- Ask them if they know any of the athletes mentioned.
- Elicit the Ss' answers.
- Allow the Ss three minutes to complete the task in pairs in their notebooks.
- Check their answers.

Answer Key

Tennis players: *Serena Williams, Novak Djokovic*
Football players: *Lionel Messi, Cristiano Ronaldo*
Swimmers: *Missy Franklin, Ryan Lochte*
Basketball players: *Kobe Bryant, Andrei Kirilenko*

b) **To express personal opinion**

- Draw the Ss' attention to the *Language Tip* box.
- Read it aloud and elicit the L1 equivalents.
- Then read the example and allow time for the Ss to make similar dialogues in pairs.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *What do you think of Andrei Kirilenko?*
B: *I think he's an excellent basketball player! What about you?*
A: *I think he's OK, but my favourite one is Kobe Bryant. What do you think of Serena Williams?*
B: *She's my favourite sports star. She's an amazing tennis player! What do you think of Ryan Lochte?*
A: *I think he's a fantastic swimmer! How about you?*
B: *I like him a lot, too! etc*

Grammar

To present *love/like/hate + -ing*

- Ss' books closed. Explain the meanings of *love/like/hate* and also explain that these verbs are always followed by a verb with an **-ing** ending. Explain the spelling rules: most forms are the **base form of the verb + -ing** *(play – play**ing**)*. Verbs ending in a **consonant + -e** drop the **-e** and add **-ing** *(dance – danc**ing**)*. Verbs ending in a **vowel + consonant double the consonant** and add **-ing** *(run – run**ning**)*.
- Ss' books open. Read the table aloud and elicit the L1 equivalents for the sentences from Ss around the class.

4 **To practise *love/like/hate + -ing***

- Read the example aloud and allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *love jogging*
3 *doesn't like washing*
4 *hate watching*
5 *likes cooking*
6 *love riding*

Listening and Speaking

5 **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen, read the sentences and write *YES* or *NO* in their notebooks.
- Check their answers.

Answer Key

1 *YES*	***3*** *NO*	***5*** *NO*
2 *NO*	***4*** *YES*	***6*** *YES*

AUDIOSCRIPT

Ted: *Hello, everyone and welcome to Tennis Icons! With us tonight is Anna Peters, a reporter who knows everything about tennis. Anna, thanks for joining us.*
Anna: *Thanks for inviting me! It's great to be here!*
Ted: *So, Anna, you're writing a new book on famous Russian tennis players.*
Anna: *Yes, that's right.*
Ted: *Let's start with Maria Sharapova. What can you tell us about her?*
Anna: *Well, Maria Sharapova was born on 19 April, 1987 in Nyagan, Russia.*
Ted: *Her birthday is in April; my birthday is in April, too. Wow. And does she come from a large family?*
Anna: *Actually, no. Maria hasn't got any brothers or sisters, she's an only child. It's just her and her parents, Yuri and Yelena.*
Ted: *Yuri is her father and Yelena is her mother, right?*
Anna: *Yes, that's right.*

Ted: *OK, so, tell us a little bit about her typical day. What's that like?*
Anna: *Well, Maria is very active. She's got tennis practice six days a week for about five hours a day.*
Ted: *Wow! Six days a week for five hours – that sounds hard!*
Anna: *Yeah, it is!*
Ted: *So, what does she like doing in her free time?*
Anna: *Well, Maria hasn't got a lot of free time, but when she does, she really loves reading books. She also likes drawing.*
Ted: *OK, let's now go on to some other ...*

6 **To take roles and act out an interview**

- Ask the Ss to form pairs. Each pair decides on their roles.
- Ask a pair to read the example aloud. Then, the Ss ask and answer questions in closed pairs.
- Ask some pairs to act out their interview in front of the class.

Suggested Answer Key

SA: *When is your birthday?*
SB: *It's in April.*
SA: *Have you got many brothers and sisters?*
SB: *No. I am an only child.*
SA: *What's your mother's name?*
SB: *Yelena.*
SA: *Have you got tennis practice every day?*
SB: *I've got tennis practice six days a week.*
SA: *What do you like doing in your free time?*
SB: *I like reading and drawing.*

Writing

7 **To write about a famous sports person**

- Refer the Ss to Ex. 1 and the plan in Ex. 7.
- Ask them to look up information on the Internet and make notes under each paragraph. Alternatively, this can be done for homework.

Suggested Answer Key

Maria Sharapova is a famous Russian tennis player. She was born in Nyagan, Russia, in 1987.
Maria comes from a small family. She's an only child. Her father's name is Yuri and her mother's name is Yelena.
Maria gets up early in the morning and goes jogging. Then she has breakfast. After that, she's got tennis practice. She's got tennis practice six days a week for about five hours a day. In her free time, Maria loves reading books. She also likes drawing.
Maria is a great tennis player and we wish her well!

Dictation (Optional)

If you wish, you can do the dictation for Module 3. See p. 157.

Enta the Dragon (Episode 2)

1 a) **To promote reading for pleasure**

- Ask the Ss to look at the pictures and guess what the dialogue is going to be about. (e.g. *Chopsticks visits Enta.*)
- Play the recording.
- The Ss listen and follow the lines.
- Play the recording again with pauses for the Ss to listen and repeat chorally.

Extension

Photocopy the episode and tippex out some key words (e.g. *house*, *flowers*, *lovely*, *sneeze*, *nose*, *fire*, *beautiful*). Hand out the photocopies. Then play the recording. The Ss listen to the story and fill in the missing words.

b) **To take roles and read a dialogue**

The Ss take roles and read the dialogue.

Fun Time 3

FIND THE JOB

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

- Refer the Ss to the pictures.
- Allow them time to copy the crossword puzzle in their notebooks and complete it.
- Check the Ss' answers.

Answer Key

			1V	E	T									
			2C	H	E	F								
3F	O	O	T	B	A	L	L	E	R					
			4M	E	C	H	A	N	I	C				
					5H	A	I	R	D	R	E	S	S	E	R
6P	O	L	I	C	E	O	F	F	I	C	E	R		
			7N	U	R	S	E							

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about other extreme jobs.

Module 3

Ha ha ha!

To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke out loud.

SONG

1 **To consolidate vocabulary for family members**

- Allow the Ss some time to complete the task in their notebooks.
- Play the recording.
- The Ss listen and check their answers.
- Play the recording again.
- The Ss listen and sing along.

Answer Key

1	*mothers*	***3***	*uncles*	***5***	*wives*
2	*brothers*	***4***	*grandpas*		

2 **THINK** **To express personal opinion**

- Ask the Ss to discuss the question in pairs.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *It means that family is very important. Our family are people who love and care about us.*

B: *You are right. Our family is always there for us, to help and support us.*

Self-Check 3

1 *1 uncle* *2 aunt* *3 cousin* *4 sister* *5 grandfather*

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

3 *1 pilot* *2 vet* *3 teacher* *4 hairdresser*

4 *1 doesn't* *2 Do you* *3 don't usually walk* *4 work* *5 Are you often*

5 *1 C* *2 C* *3 A* *4 C* *5 A* *6 C* *7 C* *8 A*

6 *1 Are you free* *2 What about* *3 Great!*

My house & my neighbourhood

Module 4

Topic	
In this module, Ss will explore the topics of rooms, furniture, appliances, shops and places.	
Module page	**49**
Lesson objectives: Overview of the module **Vocabulary:** Shops/Places *(greengrocer's bus stop, chemist's, butcher's, bank, library, florist's, department store, sports centre, post office)*	
4a	**50-51**
Lesson objectives: To talk about rooms and parts of a house, to present and practise 'there is/are', to write about your dream house **Vocabulary:** Rooms and parts of a house *(bedroom, bathroom, living room, kitchen, hall, garden, garage, attic)*	
4b	**52-53**
Lesson objectives: To talk about unusual houses, to present and practise subject and object pronouns and prepositions of place **Vocabulary:** Furniture, appliances and things in a house *(wardrobe, pillow, lamp, bedside table, toilet, mirror, washbasin, washing machine, cupboard, sink, cooker, table, curtain, sofa, coffee table, bookcase, carpet)*	
4c	**54-55**
Lesson objectives: To ask for and give directions, to present and practise the imperative, to present and practise a situational dialogue, to write directions for a friend **Vocabulary:** Shops/Places *(consolidation)*; Asking for and giving directions *(Where's …?, Could you please tell me how to get to the …?, How do I get to the …?, Walk down …, It's on your left/right …, Turn left/right …, It's on the corner of/opposite/next to/between …)*	
4d	**56-57**
Lesson objectives: To talk about one's new house, to pronounce /θ/ and /ð/, to present and practise the use of adjectives, to write an email to your friend about your new house/flat **Vocabulary:** Adjectives *(fantastic, huge, nice, cool, wonderful, beautiful, great)*	
Myths and Legends	**58**
Lesson objectives: To read for pleasure **Vocabulary:** Nouns *(dreamcatcher, Lakota leader, forces, path)*; Phrases *(wise spirit, spin a web, cycle of life)*	
Fun Time 4	**59**
Lesson objectives: To talk about dinner preparations **Vocabulary:** Nouns *(plates, glasses, cups, knives, forks, spoons)*	
Self-Check 4	**60**
Across Cultures	**61**
Lesson objectives: To talk about famous houses in England, Switzerland and Russia, to write about a famous museum in your country **Vocabulary:** Nouns *(museums, detective, novel, address, attraction, statue, art, floor, building, copies)*	
GO GREEN: *Green Careers*	**62**
Lesson objectives: To talk about green jobs **Vocabulary:** Nouns *(career, environment, organic farmer, chemicals, green builder, energy, forester)*; Verb *(protect)*	

Module 4

What's in this module?

Read the title of the module *My house & my neighbourhood* and ask the Ss to suggest what they think the module is about *(the module is about rooms, parts of a house, furniture, appliances and shops/ places)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

an old Lakota myth (p. 58)
Do you know of any myths? What are they about? Are there any famous myths from your country?

road safety rules (p. 55)
Why are road safety rules important? What is road safety like in your country? Do you always wear a helmet when you ride your bike?

an email to a friend (p. 56)
Do you write emails? If so, how often? Who do you usually write to?

a strange house (p. 52)
Are there unusual houses in your country? Where can you see them? Why are they strange or unusual?

Vocabulary

1 Aim **To present vocabulary for shops/places**

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

2 Aim **To personalise the topic**

- Read the example and explain the task.
- The Ss, in pairs, ask and answer questions about shops and places in their neighbourhood.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *What is there near your house?*
B: *There's a library and a bus stop. What is there near your house? etc*

4a

Reading

1 a) To predict the content of the dialogue and to listen for confirmation

- Go through the pictures of the dialogue and set the scene by asking questions.

e.g. T: Where are the children in the first picture?
Ss: They are in the kitchen.
T: What are they doing?
Ss: They're eating.
T: How do they look?
Ss: They look scared/worried. etc

- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Ask the Ss to look at the pictures and say what they think is happening.
- Play the recording while the Ss listen and check their guesses.

Suggested Answer Key

The children are eating in the kitchen. They seem scared and they are all looking at the door. Then, they leave the kitchen and look in the bedroom. There's no one there, and they go out in the garden. When they see a man with a parrot, they are not scared anymore.

b) To read for specific information

- Allow the Ss time to read the dialogue quickly and complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

Picture 1 *They are in the kitchen.*
Picture 2 *There's no one in my bedroom!*
Picture 3 *They are outside the house.*

2 a) To read for specific information

- Allow the Ss some time to read the dialogue again and complete the task in their notebooks.
- Check their answers.

Answer Key

a *3* ***c*** *6* ***d*** *4* ***e*** *2* ***f*** *5*

b) To give a summary

- Allow them some time to complete the task in their notebooks.
- Ask individual Ss to read out their summaries in front of the class.

Suggested Answer Key

Mona, Emma and Harry are in Lee's kitchen when they hear a noise. They all have a look around the house. They look in the living room. Then, they look in the bathroom upstairs. After that, they look in Lee's bedroom. There's no one in the house. They go out in the garden and they see a parrot on the roof. Lee uses his power to help the parrot come down.

Vocabulary

3 a) To present new vocabulary

- Draw the Ss' attention to the words and the pictures.
- Play the recording.
- The Ss listen and repeat chorally or individually.
- Allow time for them to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *bedroom* ***6*** *hall*
3 *bathroom* ***7*** *kitchen*
4 *living room* ***8*** *garden*
5 *garage*

b) To practise now vocabulary

- Draw the Ss' attention to the picture.
- Ask the Ss where Mr Porter's parrot and Mona's dog are.
- Elicit the Ss' answers.

Answer Key

Mr Porter's parrot is in the attic and Mona's dog is in the garden.

Grammar

4 To present *there is/are*

- Ss' books closed. Point to things around the classroom, say and then write on the board: ***There's*** *a window in the classroom.* ***There isn't*** *a fridge in the classroom.* ***Is there*** *a table in the classroom?* ***Yes, there is./No, there isn't.*** Underline the words in bold. Elicit the verb form (there is). Then present **'there are'** in the same way. Explain that we use **'there is'** in the **singular** and **'there are'** in the **plural**. Ask the Ss to give examples of their own.

- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood 'there is/are'. Elicit/Explain the short forms. Then, ask the Ss to complete the grammar box in their notebooks and find examples of 'there is/are' in the dialogue on p. 50.

Answer Key

There is (There's) *a laptop in the bedroom.*
There is not (There isn't) *a chair in the hall.*
Is there *a window in the hall?* ***Yes****, there* ***is****. /* ***No****, there* ***isn't****.*

There are *two chairs in the garden.*
There are not (There aren't) *two chairs in the kitchen.*
Are there *two windows in the hall?* ***Yes****, there* ***are****. /* ***No****, there* ***aren't****.*

There's some cola in the fridge., There's no one at home., There's no one in the living room., There's no one in the bathroom., There's no one in my bedroom., There's no one in the house., There's a parrot on the roof.

5 **To practise *there is/are***

- Refer the Ss to the picture in Ex. 3.
- Allow them time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *There are two chairs in the attic.*
3 *There is a bed in the bedroom.*
4 *There are two armchairs in the living room.*
5 *There is a bath in the bathroom.*
6 *There are stairs in the hall.*
7 *There is a fridge in the kitchen.*
8 *There are trees in the garden.*

Let's Play!

To practise *there is/are* through a memory game

- Refer the Ss to the picture in Ex. 3.
- Read the example and explain the game.
- The Ss take turns asking and answering questions in pairs, after they have closed their books.

Suggested Answer Key

S1: *Is there an umbrella in the attic?*
S2: *No, there isn't. There's an umbrella in the bathroom.*
S1: *Are there two chairs in the bedroom?*
S2: *No, there aren't. There are two chairs in the attic. etc*

Writing

6 **PORTFOLIO** **To write about your dream house**

- Allow the Ss time to make a list of the things that there are in their dream house.
- The Ss complete the task in their notebooks, then they present it to the class. Alternatively, this can be done for homework.

Suggested Answer Key

My Dream House
In my dream house, there are four bedrooms, two living rooms, two bathrooms and a kitchen. There is also a hall, an attic, a garage and a garden. There are big beds in the bedrooms. There are nice armchairs in the living rooms. There are large mirrors in the bathrooms and a fridge in the kitchen. There are hats and umbrellas in the hall. There are toys in the attic. There are red and yellow bikes in the garage. There are trees and flowers in the garden.

4b

Vocabulary

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

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

b) **To practise new vocabulary**

- Allow one minute for the Ss to look at the picture.
- Then, with their books closed, ask them to group the words under the headings in their notebooks.
- Check the Ss' answers.

Answer Key

bedroom: *wardrobe, pillow, lamp, bedside table*
living room: *curtain, sofa, bookcase, coffee table, carpet*
bathroom: *toilet, washbasin, mirror, washing machine*
kitchen: *cupboard, sink, cooker, table*

Reading

2 a) To stimulate interest in the text and predict the content

- Draw the Ss' attention to the picture and the title.
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss some time to write three questions about the text in their notebooks.
- Play the recording.
- The Ss listen and follow along and see if their questions were answered.
- Elicit the Ss' questions and answers.

Suggested Answer Key

Where is this house?
In Terfens, Austria.

How is it different from other houses?
The whole house and everything in it is upside down.

Who lives in it?
No one lives in the house.

b) To read for specific information

- Allow the Ss some time to read the text and complete the task in their notebooks.
- Check their answers.

Answer Key

1	*carpet*	***6***	*cupboards*
2	*table*	***7***	*bath*
3	*cooker*	***8***	*bed*
4	*fridge*	***9***	*bathroom*
5	*sink*	***10***	*garage*

3 To present opposites

- Draw the Ss' attention to the adjectives and elicit the L1 equivalents.
- Allow time for the Ss to look at the text in Ex. 2 and find their opposites.
- Check the Ss' answers.

Answer Key

usual ≠ unusual	*plain ≠ colourful*
hard ≠ soft	*ugly ≠ cute*
right ≠ wrong	

4 a) To read for specific information

- Refer the Ss to Ex. 2.
- Allow them time to read the text and answer the questions orally or in writing in their notebooks.
- Check the Ss' answers.

Suggested Answer Key

1 *It's in Terfens, Austria.*
2 *There is a kitchen, a bathroom, a child's bedroom and a garage.*
3 *The whole house and everything in it is upside down.*

b) THINK To recall information from a text

- Allow the Ss some time to complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

The paintings on the walls are upside down.
The towels in the bathroom are the wrong way round.
In the garage, there is a car on the ceiling.

Grammar

To present object pronouns

- Ss' books closed. Present the **subject pronouns**. Point to yourself and say: *I*, then write it on the board. Point to a S and say: *you*, then write it on the board. Point to a male S and say: *he*, then write it on the board. Explain that we use *he* for a boy or a man. Present the rest of the subject pronouns in the same way. Present the object pronouns. Say, then write on the board: ***I** am a teacher. Look at **me**.* Underline the words in bold. Explain that **me** is an **object pronoun**. Present the rest of the object pronouns in the same way. Elicit the L1 equivalents for both the subject and the object pronouns.
- Ss' books open. Read the grammar box aloud, making sure that the Ss have understood the subject and object pronouns. Point out that subject pronouns go **before** the verb, whereas object pronouns go **after** the verb.

5 To practise subject and object pronouns

- Allow the Ss some time to complete the task in their notebooks.
- Check their answers.

Answer Key

2	*me*	***4***	*They*	***6***	*us*
3	*them*	***5***	*her*		

Grammar

6 **To present prepositions of place**

- Ss' books closed. Use your book to present prepositions of place. Put your book on the desk, then ask and answer: *Where's my book? It's on the desk.* Put your book in your bag, then ask and answer: *Where's my book? It's in my bag*. Present the rest of the prepositions of place in the same way. Then put your book in various places around the classroom and ask the Ss to tell you where it is each time.
- Ss' books open. Refer the Ss to the drawings and the example in the grammar box. Elicit the L1 equivalents of the prepositions of place. The Ss look at the rest of the pictures and make sentences using prepositions of place.

Answer Key

The troll is on the fridge.
The troll is under the fridge.
The troll is behind the fridge.
The troll is next to the fridge.
The troll is in front of the fridge.
The troll is between the fridges.
The troll is opposite the fridge.

7 **To practise prepositions of place**

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *next to*	***4*** *in front of*	***6*** *in*
3 *on*	***5*** *on*	

Listening

8 **To listen for specific information**

- Explain the task.
- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

Andrea's wardrobe isn't opposite her desk. It's next to her desk.
Andrea's teddy bear isn't in the wardrobe. It's in front of her wardrobe.

AUDIOSCRIPT

Girl: *Hello, I'm Andrea and this is my room! My bed is between the bedside table and the desk. There's a wardrobe opposite my desk. There are some paintings on the wall, too. And this is Max, my teddy bear. Max is in the wardrobe. Can you see my favourite plane? It's on the cupboards. All my favourite toys are in the cupboards. I love my room!*

Speaking

9 **To personalise the topic**

- Read the example aloud and explain the task.
- The Ss, in pairs, ask and answer questions about their bedrooms.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Is there a wardrobe in your bedroom?*
B: *Yes, there is. It's opposite my bed. etc*

4c

Vocabulary

1 **To practise vocabulary**

- Allow the Ss some time to complete the task in their notebooks.
- Check their answers.

Answer Key

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

2 **To understand directions**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Then, draw the Ss' attention to the map.
- Allow them some time to complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

1 *The florist's.*
2 *The sports centre.*
3 *The butcher's.*
4 *The chemist's is on my right. The post office is on my left.*

3 **To practise and consolidate vocabulary**

- Allow some time for the Ss to complete the task in their notebooks and then say the sentences, as in the example.
- Check their answers.

Answer Key

2 *d Let's go to the department store and change my new T-shirt.*
3 *a Let's go to the greengrocer's and buy some fruit.*
4 *e Let's go to the library and take back these books.*
5 *b Let's go to the post office and send this parcel.*

Grammar

To present the imperative

- Ss' books closed. Say and then write on the board: ***Close*** *your books!* ***Don't open*** *them!* ***Be*** *quiet!* ***Don't speak!*** Underline the words in bold. Elicit/Explain how **the imperative** is formed (with the verb without the subject; with **don't** and the verb in negative sentences.)
- Ss' books open. Refer the Ss to the grammar box. Elicit the L1 equivalents of the verbs in the imperative.

4 **To practise the imperative**

- Draw the Ss' attention to the pictures.
- Allow them time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *wear* ***4*** *Don't text* ***6*** *Put on*
3 *Cross* ***5*** *Don't listen*

Everyday English

5 a) **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

Suggested Answer Key

A: *Excuse me, could you please tell me how to get to the library?*
B: *Yes, sure. Go down Walnut Street. The library is on the corner of Walnut Street and Edison Road.*
A: *On the corner?*
B: *Yes. It's opposite the florist's. You can't miss it.*
A: *OK. Thanks!*

A: *Excuse me, can you tell me where the post office is?*
B: *Yes, sure. Walk down Walnut Street and turn left into Bluebell Street. The post office is on your left.*
A: *On my left?*
B: *Yes. It's opposite the chemist's. You can't miss it.*
A: *OK. Thanks!*

A: *Excuse me, how do I get to the greengrocer's?*
B: *Go down Walnut Street and turn right into Edison Road. The greengrocer's is on your right.*
A: *On my right?*
B: *Yes. It's next to the butcher's. You can't miss it.*
A: *OK. Thanks!*

A: *Excuse me, could you please tell me where the chemist's is?*
B: *Yes, sure. Walk down Walnut Street and turn right into Bluebell Street. The chemist's is on your right.*
A: *On my right?*
B: *Yes. It's opposite the post office. You can't miss it.*
A: *OK. Thanks!*

Reading

6 **To understand directions**

- Refer the Ss to the map in Ex. 1.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

Jenny's at the ***department store****.*

Writing

7 **To practise giving directions**

- Refer the Ss to the map in Ex. 1.
- Allow them time to complete the task in their notebooks.
- Ask a few Ss to read their sets of directions in front of the class. Alternatively, this can be done for homework.

Suggested Answer Key

Leave the bus stop and walk down Walnut Street. Go past the library and turn right into Bluebell Street. (At the chemist's.)

Let's Play!

To consolidate asking for and giving directions through a game

- Refer the Ss to the map in Ex. 1.
- Read the example aloud and explain the game.
- Divide the Ss into two teams.
- The teams take turns answering your questions.

Suggested Answer Key

T: *Where's the florist's?*
Team A S2: *The florist's is on the corner of Walnut Street and Edison Road.*
Team B S2: *The florist's is next to the butcher's.*
T: *Where's the butcher's?*
Team A S3: *The butcher's is on Edison Road.*
Team B S3: *The butcher's is between the greengrocer's and the florist's. etc*

4d

Reading

1 **To predict the content of the text and to listen for confirmation**

- Draw the Ss' attention to the email and the pictures.
- Elicit the Ss' answers to the question.
- Then, elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording.
- The Ss listen and follow along to check their answers.

Suggested Answer Key

The email is about Judy's new house.

2 a) **To read for specific information**

- Allow the Ss some time to read the text and complete the task in their notebooks.
- Check their answers.

Answer Key

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

b) **To read for specific information**

- Allow the Ss time to read the text again and complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

Judy's bedroom is picture A.

3 **To read for specific information**

- Allow the Ss time to read the text and complete the task in their notebooks.
- Check their answers.

Answer Key

A *3* ***B*** *1* ***C*** *2*

Pronunciation

4 **To pronounce /θ/, /ð/**

- Read all the words in the table out loud.
- The Ss repeat after you.
- Ask the Ss to copy the table in their notebooks.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

	/θ/	/ð/		/θ/	/ð/
there		✓	***th***ese		✓
thanks	✓		***th***at		✓
some***th***ing	✓		ba***th***	✓	

5 **To practise using adjectives**

- Draw the Ss' attention to the *Writing Tip*.
- Read it out loud and explain the use of adjectives.
- Then read the example and explain the task.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *Tina lives in a very quiet neighbourhood.*
3 *This is a very big bedroom.*
4 *There is a comfortable bed in the bedroom.*
5 *There is a huge wardrobe in my bedroom.*
6 *There is a white carpet on the floor.*

Listening

6 a) **To listen for specific information**

- Explain the task.
- Play the recording, twice if necessary.

- The Ss listen and complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

Andy is lucky because his house is near a sports centre and a park.

AUDIOSCRIPT

Andy: *Hello?*
Susan: *Hi, Andy! It's Susan. How's everything in your new house?*
Andy: *Oh, it's great. You know, I really love living here in Liverpool.*
Susan: *So tell me about your new house. What's it like?*
Andy: *Well, it's got lots of rooms.*
Susan: *How many? Six?*
Andy: *No, seven.*
Susan: *Seven rooms! Wow!*
Andy: *The kitchen and the living room are downstairs and the bedrooms and bathrooms are upstairs.*
Susan: *What's your room like? Is it big?*
Andy: *Yes, it is. There's a big bed and a wardrobe. I've also got a big desk and a new computer.*
Susan: *Have you got a bookcase, too?*
Andy: *No, I haven't. But I've got a mirror and two posters on the wall above my bed.*
Susan: *So, what's the new neighbourhood like?*
Andy: *It's a wonderful place. We live next to a beautiful park. I often ride my bike there.*
Susan: *Sounds like fun.*
Andy: *And there's a sports centre opposite my house, too.*
Susan: *Your house is near a sports centre and a park. Wow! You're lucky!*
Andy: *Yes, I know!*

b) AIM To listen for specific information

- Play the recording again.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *B* ***2*** *A* ***3*** *A* ***4*** *B* ***5*** *A*

Speaking and Writing

7 AIM To personalise the topic and talk about yourself

- Ask the Ss to talk about their imaginary new house/flat.
- Read the example sentence to help them get started.
- Allow the Ss time to make notes and then ask them to tell the class about their new house/flat.

Suggested Answer Key

I live in a new flat. It's fantastic! There are seven rooms in it. I've got a cool bedroom. There's a nice bed and a big wardrobe in it. The flat is in a wonderful neighbourhood. There's a beautiful park and a florist's near my flat.

8 AIM To write an email about your new house/flat

- Refer the Ss to Ex. 1 and the plan in Ex. 8.
- Ask the Ss to think about their answers from Ex. 7.
- Allow them time to write the email in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Hi Alex

How are you? We've got a new flat in the centre of the city and it's fantastic! There are seven rooms. There are three bedrooms and two bathrooms. There's a kitchen and a huge living room!
My bedroom is really cool! Everything in it is blue! I've got a nice bed and a big wardrobe. I've also got a desk and a computer.

The flat is in a wonderful neighbourhood. There is a beautiful park near it and there's also a florist's. It's great! Come and visit us anytime!

Have to go now. Bye!
Martha

Dictation (Optional)

If you wish, you can do the dictation for Module 4. See p. 158.

Myths and Legends

1 AIM To introduce the topic and present new vocabulary

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Direct the Ss' attention to the pictures and elicit answers to the questions.

Answer Key

1 *C* ***2*** *A* ***3*** *B*

2 AIM To predict the content of the text and to listen for confirmation

- Elicit answers from various Ss around the class.
- Then play the recording.
- The Ss listen and follow along to check their guesses.

Suggested Answer Key

I think it is about the spider webs and dreamcatchers of the Lakota people.

3 **To read for specific information**

- Allow time for the Ss to complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

1 *We begin our lives as babies, then we become children, and then adults. Finally, we get old and we need people to look after us, just like babies.*
2 *The good forces show you the right path.*
3 *The bad forces can take you down the wrong path.*
4 *The web can catch all your good ideas and dreams, but all the bad thoughts go through the hole.*
5 *The dreamcatcher looks like a web, so it can catch their good dreams and ideas.*

4 **a)** **To practise new vocabulary**

- Refer the Ss to the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *wise*	5 *path*
2 *spin*	6 *perfect*
3 *cycle*	7 *have*
4 *good*	8 *go through*

b) **To practise and consolidate new vocabulary**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Suggested Answer Key

1 *Iktomi, the wise spirit, appears as a spider in the Lakota leader's dream.*
2 *Iktomi spins a web.*
3 *As Iktomi spins a web, it tells the Lakota leader about the cycle of life.*
4 *There are good forces and bad forces in life.*
5 *We should listen to the good forces and follow the right path.*
6 *The web is a perfect circle with a hole in the centre.*
7 *When you have a dream, the web can catch it.*
8 *All the bad thoughts go through the hole in the web.*

5 **To express personal opinion**

- Allow time for the Ss to read the text quickly.
- Initiate a class discussion about the moral of the story.
- Then the Ss choose the correct sentence.
- Check their answers.

Answer Key

A *Keep the good thoughts and let bad thoughts go away!*

Fun Time 4

IN MY HOUSE

1 **To practise and consolidate vocabulary**

- Read the example aloud and explain the task.
- Allow the Ss time to complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

He's got one glass. He needs five more glasses.
He's got four cups. He needs two more cups.
He's got two knives. He needs four more knives.
He's got one fork. He needs five more forks.
He's got five spoons. He needs one more spoon.

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about unusual houses.

Ha ha ha!

To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke out loud.

SONG

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

- Allow time for the Ss to complete the task in their notebooks.
- Play the recording.
- The Ss listen as they follow along and check their answers.
- Play the recording again.
- The Ss listen and sing along.

Answer Key

1 *you* ***3*** *children* ***5*** *guests*
2 *city* ***4*** *houses*

2 THINK AIM **To express personal opinion**

- Refer the Ss to the title of the song and ask the Ss what it means to them.
- Initiate a class discussion.
- Elicit various answers from Ss around the class.

Suggested Answer Key

It means that no matter where we live, we are all part of the world. The Earth is everyone's house.

Self-Check 4

1 *1 fridge* *3 desk*
2 sofa *4 bath*

2 *1 greengrocer's*
2 bank
3 post office
4 florist's
5 chemist's
6 sports centre

3 *1 her* *3 Don't play* *5 her*
2 him *4 them*

4 *1 There are two glasses on*
2 There is a ball under
3 There is a dog behind
4 There are two cats in front of
5 There is a mouse between

5 *1 Go* *3 opposite*
2 On my left *4 Thanks*

Across Cultures

1 **To predict the content of the text and listen for confirmation**

- Draw the Ss' attention to the pictures and ask them to tell you what they know about these people.
- Elicit answers from various Ss around the class.
- Then, elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording for the Ss to listen and check their guesses.

Suggested Answer Key

Sherlock Holmes is a character from a novel. Leo Tolstoy is a famous writer. Albert Einstein is a famous scientist.

2 **To read for specific information**

- Allow the Ss time to complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

1 *He is the writer who created detective Sherlock Holmes.*
2 *This is where the Sherlock Holmes Museum is.*
3 *His writing.*
4 *At his house in Yasnaya Polyana, Russia.*
5 *In Bern, Switzerland.*
6 *Pictures of the flat in Einstein's time and copies of his writings.*

3 **To recall information from a text**

- Ask the Ss to close their books.
- Allow them some time to think about the texts and tell their partner three things they remember from them.
- Ask a few Ss to report back to the class.

Suggested Answer Key

You can see the statue of Sherlock Holmes on Baker Street.
Tolstoy's books are famous all around the world.
Albert Einstein's flat is in Switzerland.

4 **To express personal opinion**

- Elicit various answers from different Ss around the class.
- Ask the Ss to justify their answers orally or in writing in their notebooks.

Suggested Answer Key

I'd like to visit the Sherlock Holmes Museum because I love Sir Arthur Conan Doyle's stories about the famous detective. I think a visit to the museum would be very interesting. I could see the things the detective used to solve mysteries.

5 **To write about a famous museum in your country**

- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow them time to collect information and write their text in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

The Fryderyk Chopin Museum in Warsaw is one of the most modern museums in Poland. Visitors to the museum can find out about the history and works of Chopin. They can see photographs and sculptures of the composer, as well as original documents and letters.

GO GREEN

1 a) **To predict the content of the text and to listen for confirmation**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Then, ask the Ss to look at the title and the pictures and ask them what they think each job is about.
- Elicit various answers from different Ss around the class.
- Play the recording for the Ss to listen and check their guesses.

Suggested Answer Key

An organic farmer grows food without chemicals.
A green builder builds buildings that are friendly to the environment.
A forester protects forests.

b) **To read for specific information**

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2	*chemicals*	***8***	*wind*
3	*health*	***9***	*protect*
4	*products*	***10***	*fight*
5	*design*	***11***	*cut down*
6	*friendly*	***12***	*solve*
7	*ways*		

2 **To read for specific information**

- Allow the Ss time to complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

1 *Without using chemicals.*
2 *At local markets.*
3 *The sun, the wind or the water.*
4 *The trees, animals and plants in a forest.*

3 **To express personal opinion**

- Allow the Ss some time to write their sentences in their notebooks.
- Then ask different Ss to read their sentences to the class.

Suggested Answer Key

An organic farmer's job is very important because organic food is good for our health and the planet.
A green builder's job is important because green buildings are friendly to the environment.
A forester's job is important because they protect forests and the animal and plant life in them.

Module 5

Having fun

Topic	
In this module, Ss will explore the topics of (free-time) activities, celebrations and sports.	
Module page	**63**
Lesson objectives: Overview of the module **Vocabulary:** Celebrations *(presents, decorations, fireworks, barbecue, street parade)*	
5a	**64-65**
Lesson objectives: To talk about free-time activities, to present and practise the present continuous, to pronounce verbs in the present continuous, to write an email **Vocabulary:** Free-time activities *(watch a DVD, sleep, surf the Net, talk on the phone, water the plants, plant flowers, play chess, read a magazine)*	
5b	**66-67**
Lesson objectives: To talk about celebrations, to present and practise the present continuous (all forms), to write a short paragraph about what you are doing today **Vocabulary:** Celebrations *(prepare a big meal, decorate the house, get the barbecue ready, watch the street parade, set off fireworks, give presents)*	
5c	**68-69**
Lesson objectives: To talk about sports, to talk about fixed arrangements in the near future, to present and practise the present continuous with a future meaning, to present and practise a situational dialogue **Vocabulary:** Sports *(play golf, go sailing, play volleyball, play table tennis, go climbing, go ice-skating, play badminton, play hockey, do athletics, go cycling)*; Inviting/Accepting/Refusing *(Would you like to come?, Do you want to go …?, Why don't we go …?, I'd love to, thanks., That's fine., No, thanks., I'm afraid I can't.)*	

5d	70-71
Lesson objectives: To talk about plans, to practise *and*, *but* and *or*, to write an email to a friend about plans for next weekend **Vocabulary:** Noun *(airport)*; Verb *(relax)*; Phrases *(look forward to, have a picnic)*	
Enta the Dragon	**72**
Lesson objectives: To read for pleasure **Vocabulary:** Consolidation	
Fun Time 5	**73**
Lesson objectives: To talk about football **Vocabulary:** Nouns *(players, pitch, game, crowds)*; Verb *(score)*	
Self-Check 5	**74**

What's in this module?

Read the title of the module *Having fun* and ask the Ss to suggest what they think the module is about *(the module is about free-time activities, celebrations and sports)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

a football poem (p. 73)
Do you like reading poems? Why (not)? Do you write poems? If so, what do you write about?

an email to a friend (p. 70)
How often do you send emails? What other ways do you communicate with your friends and family who are far away?

a Chinese celebration (p. 66)
Are there any celebrations like this in your country? Where can you see them?

sports (p. 68)
Are these sports popular in your country? Do you play any of these sports? If so, which ones?

Vocabulary

1 **To present vocabulary for celebrations**

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

2 **To practise vocabulary for celebrations**

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

Answer Key

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

Module 5

5a

Reading

1 a) To predict the content of the dialogue

Play the recording for the Ss to listen to the sounds and see if they match their guesses.

Suggested Answer Key

I think the dialogue is about a day at a theme park.

b) To listen and read for confirmation

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Go through the pictures of the dialogue and set the scene by asking questions.

  e.g. T: Where are the children in the first picture?
  Ss: They are in the living room.
  T: What are they doing?
  Ss: Mona is surfing the Net, Lee is reading a magazine, Emma is talking on the phone and Harry is watching a DVD.
  T: What are they doing in the second picture?
  Ss: They are on a ride.
  T: What do you think is going on?
  Ss: There is something wrong because they all look worried. etc

- Play the recording.
- The Ss listen and follow along to check their guesses.

2 a) To read for specific information

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *phone*	***5*** *Legoland*	***8*** *ground*
3 *magazine*	***6*** *Ride*	
4 *DVD*	***7*** *stuck*	

b) To read the dialogue and predict another ending

- Ask the Ss to read the dialogue again and come up with another ending for it.
- The Ss complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

They are all back on the ground. Harry wants to go on the ride again but Mona is hungry so they have a snack before going back on the Dragon Ride.

Vocabulary

3 To present new vocabulary

- Draw the Ss' attention to the words and the pictures.
- Play the recording.
- The Ss listen and repeat chorally or individually.
- Ask various Ss to give the L1 equivalents.
- Then the Ss complete the task in their notebooks.
- Check their answers.

Answer Key

2 *e*	***4*** *f*	***6*** *b*	***8*** *c*
3 *a*	***5*** *h*	***7*** *d*	

Grammar

4 To present and practise the present continuous (affirmative)

- Ss' books closed. Write on the board: *We're having a lesson now*. Elicit the tense form (present continuous, affirmative) and use (actions happening now). Then say how it is formed, following the same procedure to present all persons. Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the **present continuous**. Elicit/Explain the short forms and the spelling rules (most verbs take **-ing** after the base form of the main verb, verbs ending in **consonant + -e** drop the **-e** and take **-ing**, verbs ending in **one stressed vowel between two consonants double the last consonant** and take **-ing**). Then, ask the Ss to find examples of the present continuous in the dialogue on p. 64. Finally, ask the Ss to tell you how the **present continuous** is formed and used.

Answer Key

are relaxing, are you (all) doing, I'm surfing, Emma's talking, Lee's reading, Harry's watching, are we going, We're flying

Form/Use

*We form the **present continuous** with: **subject pronoun/noun + am/are/is + main verb + -ing**. We use the **present continuous** for actions happening now.*

Pronunciation

5 **To practise pronouncing verbs in the present continuous**

- Allow the Ss some time to complete the task in their notebooks.
- Play the recording.
- The Ss listen and repeat.
- Play the recording again, stopping after each word.
- Ask individual Ss to repeat.
- Check the Ss' answers and pronunciation.

Answer Key

2 *watering*	***6*** *sleeping*
3 *talking*	***7*** *driving*
4 *surfing*	***8*** *swimming*
5 *running*	

6 **To practise the present continuous**

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

Answer Key

2 *is talking*	***4*** *are watering*
3 *is cooking*	***5*** *are surfing*

Let's Play!

To practise the present continuous through a game

- Refer the Ss to Ex. 3.
- Mime an action and ask the Ss to guess what you are doing.
- The Ss can then take turns miming an action while the others guess what they are doing.

Speaking and Writing

7 **a)** **To personalise the topic**

- The Ss, in pairs, talk about how they are spending their Saturday afternoon.
- Ask a few Ss to report back to the class.

Suggested Answer Key

I am reading a magazine. My sister is watching a DVD and my brother is texting. My parents are surfing the Net. My grandparents are watering the plants.

b) PORTFOLIO **To write an email**

- Refer the Ss to Ex. 6 and ask them to also think about their ideas from Ex. 7a.
- Allow the Ss some time to complete the task in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Hi Alan,

What's up? Right now I am reading my favourite magazine. My sister is in the living room. She is watching a DVD. My brother is texting in his bedroom. My grandparents are watering the plants. Guess what my parents are doing! They are surfing the Net. Cool, huh?

Talk to you soon.
Daniel

5b

Reading

1 **a)** **To introduce the topic and present new vocabulary**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Direct the Ss' attention to the pictures and elicit answers to the questions.

Answer Key

street parade: *picture 3*
barbecue: *picture 5*
fireworks: *picture 2*
presents: *picture 4*
decorations: *picture 1*

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

- Play the recording, twice if neccessary.
- The Ss complete the task orally or in writing in their notebooks.
- Check their answers.

Answer Key

text A: *pictures 2, 5*
text B: *pictures 1, 3, 4*

2 **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *A + B* ***2*** *A + B* ***3*** *B* ***4*** *A* ***5*** *B*

Words Vocabulary

3 a) Aim To practise new vocabulary

- Allow time for the Ss to complete the task in their notebooks.
- Play the recording.
- Check the Ss' answers.

Answer Key

2 *a* ***3*** *d* ***4*** *e* ***5*** *b* ***6*** *c*

b) Aim To practise and consolidate new vocabulary

- Read the example aloud and explain the task.
- The Ss to complete the task orally.
- Check their answers.

Suggested Answer Key

It's Australia Day today. Danny's aunt is preparing a big meal. His cousins are decorating the house. His uncle is getting the barbecue ready. In the city centre, people are watching the street parade. They are setting off fireworks tonight.

It's Chinese New Year's Eve today. Mia's mum is preparing a big family meal. Her dad is decorating the house with red lanterns. Mia can't wait for her mum and dad to give her her present, a red envelope with money inside.

Grammar

Aim To present and practise the present continuous (all forms)

- Ss' books closed. Say and then write on the board: ***We're*** *hav**ing** a lesson now.* ***We aren't*** *watch**ing** a DVD.* ***Are*** *you surf**ing** the Net?* ***No****, you* ***aren't****.* Underline the words in bold. Elicit the tense (present continuous) and use (actions happening now). Then say how the negative and the interrogative are formed. Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the present continuous (all forms).

4 a) Aim To practise the present continuous (affirmative/negative)

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *is getting, Maggie*
2 *isn't opening, is giving, Ally*
3 *isn't sleeping, is setting, Jeff*
4 *isn't giving, is decorating, Jane*

b) Aim To practise and consolidate the present continuous (affirmative/negative) and the new vocabulary

- Refer the Ss to the picture in Ex. 4.
- Allow them time to complete the task in their notebooks.
- Ask a few Ss to read their riddles aloud for the rest of the class to find out the names.

Suggested Answer Key

This person isn't setting off fireworks. This person is sleeping.
This person is Derek.

This person isn't getting the barbecue ready. This person is eating.
This person is Becky.

This person isn't giving a present. This person is opening a present.
This person is Simon.

5 Aim To practise and consolidate the present continuous (affirmative/interrogative/short answers) and the new vocabulary

- Refer the Ss to the picture in Ex. 4.
- Allow time for them to ask and answer questions in pairs.
- Ask a few pairs to ask and answer questions in front of the class, as in the example.

Answer Key

A: *Is Jeff decorating the garden?*
B: *No, he isn't. He's setting off fireworks.*
A: *Is Becky opening a present?*
B: *No, she isn't. She's eating. etc*

Listening

6 a) Aim To listen for specific information

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *c* ***2*** *b* ***3*** *d* ***4*** *a*

AUDIOSCRIPT

Mum: *Hello, dear. It's Mum. Are you all having a good time at Notting Hill Carnival?*
Boy: *Yes, thanks. It's really good!*
Mum: *Where's Carrie?*
Boy: *Carrie's on one of the floats.*
Mum: *Is she dancing?*
Boy: *No, not yet (laughs), but she's singing.*
Mum: *And where's Mick?*
Boy: *Oh, Mick's with the band.*
Mum: *Ah! He's listening to the music, is he?*
Boy: *No, Mum. Mick's playing the drums!*
Mum: *Oh, I see. Is Beth with you?*
Boy: *Yes, she's at one of the food stalls.*
Mum: *Is she preparing food for the carnival?*
Boy: *No, she's getting hot dogs for us all.*
Mum: *So where's Charlie?*
Boy: *Oh, Charlie's joining in the parade.*
Mum: *Oh, good for him. Is he wearing a costume?*
Boy: *No, he's holding a big flag!*
Mum: *I'm so glad you're all ...*

b) To listen for specific information

- Play the recording again.
- The Ss listen and write the correct words in their notebooks.
- Check their answers.

Answer Key

1 *singing*
2 *playing the drums*
3 *buying*
4 *holding a flag*

Writing

7 PORTFOLIO To write about what you are doing today

- Read the example aloud and explain the task.
- Allow the Ss time to complete the task in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

It's New Year's Eve today. My mum is preparing a big meal. My dad is getting the barbecue ready. My sister is decorating the house. My brother is helping my dad. I can't wait to open my presents and set off some fireworks tonight!

5c

Vocabulary

1 a) To present new vocabulary and listen for confirmation

- Draw the Ss' attention to the pictures and read the example.
- Allow the Ss time to complete the task in their notebooks.
- Play the recording as they listen and check.
- Check the Ss' answers.

Answer Key

2 *go*	***5*** *go*	***8*** *play*
3 *play*	***6*** *go*	***9*** *do*
4 *play*	***7*** *play*	***10*** *go*

b) To personalise the topic

- Read the example.
- Elicit various answers from different Ss around the class.

Suggested Answer Key

I go cycling. I don't play table tennis. etc

Grammar

To present and practise the present continuous with future meaning

- Ss' books closed. Say and then write on the board: *What **are you doing** tonight? **We're going** to a party.* Underline the words in bold. The Ss repeat after you. Explain that we can also use the **present continuous** to talk about our **definite plans in the near future**. Also show how the negative and interrogative are formed as well as the short answers. Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the present continuous with a future meaning.

2 To practise the present continuous with a future meaning

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.

- Refer the Ss to the texts and allow them time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *are selling* ***4*** *is coming*
3 *is offering* ***5*** *are organising*

Reading

3 **To read for specific information**

- Refer the Ss to the texts in Ex. 2 and allow them time to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *D* ***2*** *B* ***3*** *A* ***4*** *C*

Speaking

4 **To personalise the topic and talk about your plans in the near future**

- Read the example aloud and explain the task.
- The Ss, in pairs, ask and answer questions about their plans.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *What are you doing this evening?*
B: *I'm playing hockey with my friends.*

A: *What are you doing tonight?*
B: *I'm going cycling with my cousins.*

A: *What are you doing tomorrow?*
B: *I'm playing golf with my dad. etc*

Grammar

5 **a)** **To compare the present simple and the present continuous**

- Ss' books closed. Say and then write on the board: *I* ***watch*** *TV in the evening. I* ***am working*** *now. I* ***am playing*** *golf tomorrow.* Underline the words in bold. Elicit the tense of each sentence (*watch*: present simple, *am working/am playing*: present continuous) and the use of each tense (*watch*: habit or routine, *am working*: action happening now, *am playing*: fixed arrangement in the near future). Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the difference between the two present tenses. Ask them to complete the rules in their notebooks. Check their answers.

Answer Key

- *We use the Present Simple for* ***repeated actions, habits*** *or* ***routines****.*
- *We use the Present Continuous for* ***actions happening now*** *and* ***fixed arrangements in the near future****.*

b) **To practise the present simple and the present continuous**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *am getting, Do you want*
2 *is playing, always plays*
3 *want, Do you often*
4 *Are you coming, are going*

Everyday English

6 **a)** **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

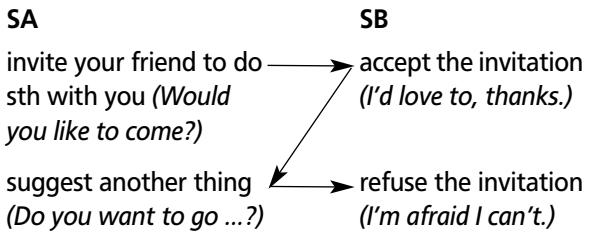
Suggested Answer Key

George: *Hey, Peter. I'm going to the pool tomorrow.* ***Would you like to come?***
Peter: ***I'd love to, thanks.*** *What time are you going?*
George: *At about two.*
Peter: ***That's fine.***
George: ***Why don't we go*** *to Pizza Deli after the pool?*
Peter: ***I'm afraid I can't.*** *I'm playing golf with my dad at four.*
George: *That's a shame!*
Peter: *Never mind. We can do it another time!*

7 **To practise role-playing**

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 6 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. Ss can refer to the diagram while doing the task. Ask a few pairs to act out their dialogues in front of the class.



Suggested Answer Key

Brian: *Hey, John. I'm going cycling tomorrow. Would you like to come?*
John: *I'd love to, thanks. What time are you going?*
Brian: *At about five.*
John: *That's fine.*
Brian: *Do you want to go to the Mexican restaurant after cycling?*
John: *I'm afraid I can't. I'm playing table tennis with my brother at seven.*
Brian: *That's a shame!*
John: *Never mind. We can do it another time!*

5d

Reading

1 **To predict the content of the text and listen for confirmation**

- Draw the Ss' attention to the picture and the questions.
- Elicit the Ss' answers.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording as the Ss read along and check their answers.

Answer Key

The picture shows Red Square. It is in Moscow.

2 **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *b* ***2*** *b* ***3*** *b*

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

- Ask the Ss to form pairs.
- Each pair decides on their roles.
- Ask a pair to read the example aloud.
- Then the Ss ask and answer questions in closed pairs.
- Ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

SA: *Hi, Rita. It's Tima.*
SB: *Hi, Tima. How are you?*
SA: *Fine, thanks. I'm really looking forward to your visit!*
SB: *Who is meeting me at the airport?*
SA: *My mum and I.*
SB: *What are we doing on Sunday?*
SA: *My mum and dad are taking us to Red Square.*
SB: *What about in the afternoon?*
SA: *We're going to the Bolshoi Theatre to see Swan Lake.*
SB: *It sounds great!*
SA: *Is there anything else you want to do? We can decide when you are here.*
SB: *Thanks, Tima. I can't wait!*

4 **To practise *and*, *but* and *or***

- Draw the Ss' attention to the *Writing Tip*.
- Read the examples and the rules aloud, making sure the Ss have understood the use of *and*, *but* and *or*.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *but* ***4*** *but* ***6*** *or*
3 *or* ***5*** *and*

Listening

5 **a)** **To listen for specific information**

- Draw the Ss' attention to the pictures.
- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

Dialogue 1: *B* ***Dialogue 3:*** *A*
Dialogue 2: *D* ***Dialogue 4:*** *C*

AUDIOSCRIPT

Narrator: *1*
Gary: *Hey, Tony! Are you doing anything on Sunday afternoon?*
Tony: *No, why?*
Gary: *We're having a barbecue. Do you fancy coming?*
Tony: *Ooh, yes please! Do you want me to bring some burgers or something?*
Gary: *No, I'm getting everything from the supermarket tomorrow.*
Tony: *What about music?*
Gary: *That's OK. My brother's playing his guitar for us.*
Tony: *Cool! See you there!*

Narrator: *2*
Kate: *Hi, Becky. Are you going on the school trip to the museum tomorrow?*
Becky: *Yes. We're going after lunch.*
Kate: *Is Mr Hibbert coming with you?*
Becky: *No, I don't think so. We're going with Miss Brown.*

Narrator: *3*
Dean: *I'm going sailing tomorrow, Rick. Do you want to come with me?*
Rick: *Yeah, why not? That sounds good. Are you going with the sailing club?*
Dean: *No, I'm going with my Dad.*
Rick: *Cool. Are you going sailing early in the morning?*
Dean: *Not too early. About 9, I think.*
Rick: *OK, see you at your house around nine!*

Narrator: *4*
Melanie: *Are you going shopping tomorrow, Faye?*
Faye: *Yes. I'm going to the new shopping centre on Baker Street.*
Melanie: *Oh? Can I come, too?*
Faye: *Of course. I'm buying a digital camera for Lindsay's party. You can help me choose one!*
Melanie: *Definitely.*

b) To listen for specific information

- Play the recording again.
- The Ss listen and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

Dialogue 1: *Gary's* ***brother*** *is playing music for them.*
Dialogue 2: ***Miss Brown*** *is going with them.*
Dialogue 3: *They are going sailing at* ***nine****.*
Dialogue 4: *Faye is buying a* ***digital camera****.*

Speaking and Writing

6 To personalise the topic and talk about your plans

- Draw the Ss' attention to the picture.
- Read the example aloud and explain the task.
- The Ss make notes about their plans in their notebooks.
- Ask a few Ss to talk about their plans in front of the class.

Suggested Answer Key

My friend Penny is visiting me next weekend. We're doing lots of things. We're having a picnic. We are also going shopping and then we are having a barbecue. We are going cycling and we are buying presents for our families. We are also going sailing and watching a funny film at the cinema. We are visiting museums and we are playing computer games.

7 To write an email to your friend

- Refer the Ss to Ex. 1 and the plan in Ex. 7.
- Ask them to also think about their answers from Ex. 6.
- Allow them time to complete the task in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Dear Penny,

I'm really looking forward to your visit next Saturday! My parents and I are meeting you at the airport.

There are lots of things to see and do here in Warsaw. On Sunday, my mum and dad are taking us to Saxon Gardens. There we can have a picnic or just relax. In the afternoon, we're going to the Old Town. There we can visit the Historical Museum of Warsaw and the Royal Castle.

Is there anything else you want to do? We can decide when you are here. Just let me know!

Take care,
Irena

Dictation (Optional)

If you wish, you can do the dictation for Module 5. See p. 158.

Enta the Dragon (Episode 3)

1 a) To promote reading for pleasure

- Ask the Ss to look at the pictures and guess

what the dialogue is going to be about. (e.g. *Enta and Chopsticks are at a festival.*)
- Play the recording. The Ss listen and follow the lines.
- Play the recording again with pauses for the Ss to listen and repeat chorally.

Extension

- Photocopy the episode and tippex out some key words (e.g. *ready*, *fireworks*, *kite*, *festival*).
- Hand out the photocopies.
- Then play the recording.
- The Ss listen to the story and fill in the missing words.

b) **To take roles and read a dialogue**

The Ss take roles and read the dialogue.

Fun Time 5

FOOTBALL POEM

1 **To present vocabulary related to football**

- Draw the Ss' attention to the words.
- Ask various Ss to give the L1 equivalents.
- Allow the Ss time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

Fantastic game
*On a big green **pitch***
Opposite teams
*Try to **score** goals*
*Big **crowds** of people*
All singing
*Lively songs for the **players***
Lots of fun!

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about theme parks.

Ha ha ha!

To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke out loud.

SONG

1 **To predict the kind of song and listen for confirmation**

- Draw the Ss' attention to the picture.
- Allow the Ss some time to read the song.
- Elicit the Ss' guesses.
- Play the recording.
- The Ss listen as they follow the lines and check their guesses.
- Play the recording again.
- The Ss listen and sing along.

Suggested Answer Key

It is a happy song because everyone is celebrating. They are all singing and dancing, marching in the parade and lighting fireworks. I think it is a fast song because they are dancing to the rhythm of the samba and the jive.

2 **To read for specific information**

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

Answer Key

1	*samba, jive*	**3**	*glorious*
2	*march*	**4**	*dazzling*

Self-Check 5

1

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

2 *1 no* *2 yes* *3 no* *4 yes* *5 yes*

3

1 usually have	*4 Does he often visit*
2 are sleeping	*5 go*
3 am watching	

4
1 We aren't flying to London tomorrow.
2 Jim is talking on the phone right now.
3 Is he reading a book now?
4 They aren't having a picnic next Saturday.
5 Chloe is watching a DVD in her room.
6 Is Sam sleeping?

5

1 I'd love to	*3 I'm going*
2 Why don't we	*4 Never mind*

Module 6

Food matters!

Topic	
In this module, Ss will explore the topics of food and drinks, food partitives and containers.	
Module page	**75**
Lesson objectives: Overview of the module **Vocabulary:** Food & drinks *(olive oil, bread, honey, jam, pasta, cereal, soup, pizza, biscuits, cake, crisps, chocolate, juice, tea, coffee)*	
6a	**76-77**
Lesson objectives: To talk about food, to present and practise *a/an*, *some* and *any*, to write about your food preferences **Vocabulary:** Food and drink items *(milk, flour, eggs, butter, apples, rice, potatoes, peas, tomatoes, oranges, chicken, carrots, yogurt, cherries, steak, cheese)*	
6b	**78-79**
Lesson objectives: To talk about a food collection, to present and practise *a lot of/much/many*, to make a poster advertising a food collection **Vocabulary:** Food partitives and containers *(a loaf of bread, a jar of jam, a packet of tea, a box of cereal, a carton of juice, a can of soup, a bottle of olive oil, a bar of chocolate, a slice of cake, a cup of coffee)*; Nouns *(community, food banks, homeless, collection, the hungry)*	
6c	**80-81**
Lesson objectives: To talk about fast food, to present and practise a situational dialogue, to present and practise *must/mustn't/can* **Vocabulary:** Food and drink items *(water, sandwich, ice cream, burger, salad, cola, chips, hot dog, spaghetti)*; Ordering at a fast food restaurant *(What can I do for you?, Anything else?, Can/May I have …?)*	
6d	**82-83**
Lesson objectives: To talk about eating out, to pronounce /ɪ/ and /iː/, to act out a dialogue, to write an email inviting your friend to a new restaurant **Vocabulary:** Adjectives *(delicious, fresh, disgusting, home-made, huge, tasty)*	
Myths and Legends	**84**
Lesson objectives: To read for pleasure **Vocabulary:** Nouns *(cave, goat, horn, fruit and vegetables)*; Verbs *(feed, grow up)*	
Fun Time 6	**85**
Lesson objectives: To talk about funny food facts **Vocabulary:** Food *(onion, cereal, sugar, lemon, strawberries)*; Adjectives *(fresh, frozen)*	
Self-Check 6	**86**
Across Cultures	**87**
Lesson objectives: To talk about bonfire celebrations, to write about an unusual festival in your country **Vocabulary:** Nouns *(fire festival, bonfires, fireworks, tradition)*; Verb *(celebrate, set on fire, burn, take place)*	
CLIL TIME: *Science*	**88**
Lesson objectives: To talk about the food chain **Vocabulary:** Nouns *(living thing, energy, plants, animals, carnivores, herbivores, omnivores, producer, prey, predator)*	

What's in this module?

Read the title of the module *Food matters!* and ask the Ss to suggest what they think the module is about *(the module is about food/drink items and food partitives/containers)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

school rules (p. 81)
What are some of the rules you've got at school? Why are they important?

a food advert (p. 83)
Where would you see an advert like this? Are there similar adverts in your town/city? If so, what are they about?

funny food facts (p. 85)
Do you know of any interesting food facts? Do you think they are important? Why (not)?

a menu (p. 80)
Where would you see a menu like this? How often do you eat out? What's your favourite food?

Vocabulary

1 **To present vocabulary for food and drinks**

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

2 **To practise vocabulary for food and drinks**

- Explain the task.
- Allow the Ss time to complete the task orally or in writing in their notebooks.
- Check the Ss' answers.

Suggested Answer Key

1 *bread, coffee, tea, juice, jam, honey, bread, cereal*
2 *pasta, soup, pizza*
3 *crisps, biscuits*
4 *jam, honey, biscuits, cake, chocolate*

Module 6

6a

Reading

1 a) To introduce the topic and present new vocabulary

- Ask the Ss to look at the pictures and answer the questions.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.

Answer Key

the winner of the competition: *picture 3*
the food the children have got to cook: *picture 1*
food in the oven: *picture 2*

b) To listen for specific information

- Go through the pictures of the dialogue and set the scene by asking questions.

  e.g. T: What are the children doing in the first picture?
  Ss: They are looking at the food.
  T: What are they doing in the second picture?
  Ss: They are cooking the food in the oven.
  T: What do you think is going on in the third picture? Are the children the winners?
  Ss: No, they aren't.

- Play the recording.
- The Ss listen and follow along to answer the question.
- Check their answers.

Answer Key

They are making a soufflé.

2 a) To read for specific information

- Allow time for the Ss to read the dialogue and complete the task orally or in writing in their notebooks.
- Check the Ss' answers.

Answer Key

1 *Junior Cooks Competition.*
2 *Some flour, six eggs, some butter, some milk and four apples.*
3 *Twenty minutes.*
4 *Lucy's team.*

b) THINK To recall information from a text

- With books closed, the Ss complete the task orally or in writing in thier notebooks.
- Ask a few Ss to report back to the class.

Suggested Answer Key

The children are taking part in a Junior Cooks Competition.
Lucy's team is the winner of the competition.

Vocabulary

3 a) To present new vocabulary

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

b) To practise new vocabulary

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

Fruit: *apples, tomatoes, oranges, cherries*
Meat: *chicken, steak*
Vegetables: *potatoes, peas, carrots*
Other: *milk, flour, eggs, butter, rice, yogurt, cheese*

Grammar

4 To present and practise *a/an*, *some* and *any*

- Ss' books closed. Say and then write on the board: *There's **a** potato. There's **an** orange. There are **some** carrots. There's **some** rice. There aren't **any** eggs. There isn't **any** milk. Are there **any** tomatoes? Is there **any** butter?* Underline the words in bold. Elicit that we use ***a*** before consonant sounds and ***an*** before vowel sounds. Then, explain how we use ***some*** and ***any***.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the use of *a/an*, *some* and *any*. Ask different Ss to read the rules aloud, completing the missing information. Alternatively, ask the Ss to complete the task in their notebooks.

Answer Key

- *With singular countable nouns we use **a** or **an**.*

- *With plural countable nouns we use **some** with affirmative and **any** with negative and interrogative.*
- *With uncountable nouns we use **some** with affirmative and **any** with negative and interrogative.*

5 **To practise *a/an*, *some* and *any***

- Draw the Ss' attention to the picture in Ex. 3.
- The Ss, in pairs, complete the task orally.
- Ask a few pairs to report back to the class.

Suggested Answer Key

S1: *flour*
S2: *some flour – uncountable*
S1: *egg*
S2: *an egg – countable etc*

6 **To practise *a/an*, *some* and *any***

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2	*an*	***5***	*any*	***8***	*any*
3	*some*	***6***	*a*	***9***	*any*
4	*some*	***7***	*any*	***10***	*any*

Let's Play!

To practise *a/an*, *some* and *any* through a game

- Read the example aloud and explain the game.
- The Ss take turns piling up more things in their basket.

Speaking and Writing

7 **a)** **To personalise the topic**

- Refer the Ss to the questions.
- Allow them time to make notes in their notebooks.
- Ask a few Ss to report back to the class.

Suggested Answer Key

My favourite food is chicken. I don't really like peas. I never eat cheese.

b) PORTFOLIO **To write about your food preferences.**

Ask the Ss to think of their ideas from Ex. 7a and write about their food preferences in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

I like fruit and vegetables. My favourite food is chicken with potatoes. I don't like rice and I don't like peas. I never eat cheese or yogurt.

6b

Reading

1 **To predict the content of the text and listen for confirmation**

- Ask the Ss to look at the list of words and the picture.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Elicit the Ss' guesses.
- Play the recording as the Ss read along and check their guesses.

Suggested Answer Key

I think the text is about collecting food for people in need.

2 **a)** **To read for specific information**

- Allow time for the Ss to read the text and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

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

b) THINK **To summarise the main points of a text**

- Refer the Ss to the text.
- Allow them time to read it on their own and keep notes under the headings in their notebooks.
- Ask a few Ss to talk about the topic in front of the class.

Suggested Answer Key

Food you can collect:

jars of jam or coffee
packets of tea
cartons of juice
cans of soup, meat or fish
boxes of cereal
packets of pasta
bottles of olive oil
bars of chocolate
loaves of bread

Steps to take to set up a food collection:

Choose the agency you would like to help.
Ask the agency for a list of the food items they need.
Make a poster to advertise your food collection.
Set up food collection boxes to collect the items.

It isn't difficult to help people in need. All we have to do is buy food that is easy to collect, like jars of jam, packets of pasta, cans of soup and bars of chocolate. When we decide on the agency we'd like to help, we can ask them for a list of the food items they need. We can make a poster to advertise the food collection and set up collection boxes to collect the items.

Vocabulary

3 a) **To present new vocabulary**

- Allow time for the Ss to complete the task in their notebooks.
- Play the recording as they follow along and check their answers.
- Elicit the L1 equivalents.
- Check Ss' answers.

Answer Key

2 *jar*	***5*** *carton*	***8*** *bar*
3 *packet*	***6*** *can*	***9*** *slice*
4 *box*	***7*** *bottle*	***10*** *cup*

b) **To practise new vocabulary**

- Read the example aloud.
- Refer the Ss to the box in Ex. 3a and allow them time to complete the task orally.
- Check the Ss' answers.

Answer Key

2 *a jar of honey*
3 *a slice of pizza*
4 *a packet of biscuits*
5 *a box of chocolates*
6 *a packet of crisps*

Grammar

4 **To present *a lot of/much/many* with countable and uncountable nouns**

- Ss' books closed. Say and then write on the board: *There are **a lot of** apples. There aren't **many** oranges. Are there **many** cherries? There's **a lot of** milk. There isn't **much** yogurt. Is there **much** cheese?* Underline the words in bold. Elicit/Explain how we use ***a lot of*** (with countable and uncountable nouns in affirmative sentences), ***many*** (with countable nouns in negative and interrogative sentences) and ***much*** (with uncountable nouns in negative and interrogative sentences). Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the use of *a lot of*, *many* and *much*. Ask the Ss whether the use of *a lot of*, *much* and *many* is the same in their language.

Answer Key

A lot of *is used with countable and uncountable nouns in affirmative sentences.* ***Many*** *is used with countable nouns in negative and interrogative sentences.* ***Much*** *is used with uncountable nouns in negative and interrogative sentences.* ***How much …?*** *is used in interrogative sentences with uncountable nouns and* ***How many …?*** *is used in interrogative sentences with countable nouns. In short answers,* ***A lot!***, ***Not much!*** *and* ***Not many!*** *are used as a response.*

5 **To practise *a lot of/much/many***

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *much*	***4*** *many, A lot*
2 *many, many*	***5*** *a lot of*
3 *much, a lot of*	

6 **To personalise the topic**

- Allow time for the Ss to complete the task orally or in writing in their notebooks.
- Ask a few Ss to read their sentences to the class.

Suggested Answer Key

I eat a lot of pasta.
I don't eat much cake.
I drink a lot of juice.
I don't drink much tea.

Listening

7 **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen, choose and write the answers in their notebooks
- Check their answers.

Answer Key

1 *22nd*	***3*** *nine*	***5*** *soup*
2 *Park*	***4*** *seven*	

AUDIOSCRIPT

Mum: *Penny, what are you doing?*
Penny: *Hi, Mum. We are organising a food collection. I'm making the poster.*
Mum: *Good for you! When is the collection?*
Penny: *It's on the twenty-second of March.*
Mum: *The twenty-second? That's on my birthday!*
Penny: *Yes, I know.*
Mum: *Are you doing it at your school?*
Penny: *No. We're meeting at Park Lane School.*
Mum: *Park Lane School? That's near here. Excellent.*
Mum: *What time is the collection?*
Penny: *From nine in the morning to seven in the evening.*
Mum: *Nine to seven. OK. What can people bring?*
Penny: *They can bring whatever they can. You know, packets of pasta, cans of soup, bottles of olive oil, boxes of cereal.*
Mum: *I can ask the neighbours to help. How can they contact the agency if they want more information?*
Penny: *They can send an email to feedthehungry@g.com or call 555-6932.*

Writing

8 PORTFOLIO **To make a poster advertising a food collection**

- Refer the Ss to Ex. 7.
- Allow them time to make their posters. Alternatively, this can be done for homework.

Suggested Answer Key

Help your community!

There are many people who are hungry in our community. We are organising a food collection on the 4th March at the school bazaar. The collection is from ten in the morning to six in the evening.

Please bring:

• boxes of cereal • jars of jam
• loaves of bread • packets of pasta

For more information please contact:
helpyourcommunity@myschool.com

6c

Vocabulary

1 a) **To present new vocabulary**

- Draw the Ss' attention to the words and the pictures.
- Play the recording.
- The Ss listen and repeat chorally or individually.
- Ask various Ss to give the L1 equivalents.
- Then the Ss listen and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *burger*	***5*** *spaghetti*	***8*** *cola*
3 *chips*	***6*** *hot dog*	***9*** *water*
4 *salad*	***7*** *ice cream*	

b) **To personalise the topic**

Read the example and ask the Ss to talk about themselves, telling the class about their fast food preferences.

Suggested Answer Key

I usually have a club sandwich and an ice cream when I go to a fast food restaurant.

Reading

2 **To read for specific information**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Draw the Ss' attention to the texts.
- Explain the task and allow time for the Ss to complete it in their notebooks.
- Check the Ss' answers.

Answer Key

1 *B* ***2*** *C* ***3*** *A* ***4*** *D*

Everyday English

3 a) **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

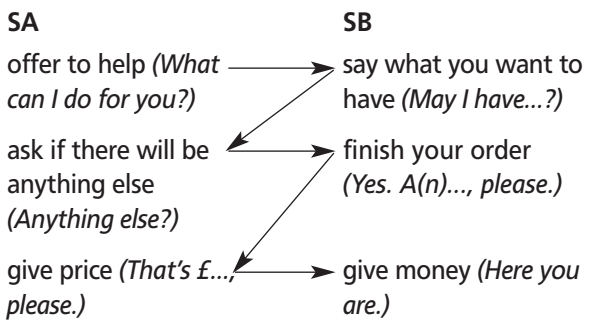
- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

Suggested Answer Key

Val: *Hello.* ***What can I do for you?***
Jim: ***Can I have*** *a burger and a portion of chips, please?*
Val: *Large or small?*
Jim: *Large, please.*
Val: ***Anything else?***
Jim: *Yes. A cola, please.*
Val: *That's £3.70, please.*
Jim: *Here you are.*
Val: *Thanks.*

4 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. Ss can refer to the diagram while doing the task. Ask a few pairs to act out their dialogues in front of the class.



Suggested Answer Key

Lisa: *Hello. What can I do for you?*
Ben: *May I have a club sandwich and a Caesar salad, please?*
Lisa: *Large or small?*
Ben: *Small, please.*
Lisa: *Anything else?*
Ben: *Yes. A bottle of water, please.*
Lisa: *That's £5.30, please.*
Ben: *Here you are.*
Lisa: *Thanks.*

Grammar

5 To present *must/can*

- Ss' books closed. Say and then write on the board: *You* ***must*** *be at school on time. You* ***mustn't*** *make noise in class. It's hot today.* ***Can*** *I open the window?* Underline the words in bold. Elicit/Explain how we use ***must*** (for obligation), ***mustn't*** (for prohibition) and ***can*** (for permission). Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the use of *must*, *mustn't* and *can*. Ask the Ss to find examples of *must*, *mustn't* and *can* in the texts in Ex. 2.

Answer Key

Text A: *mustn't take, must eat*
Text B: *Can I use*
Text C: *mustn't bring, mustn't take*
Text D: *Can I stay*

6 To practise *must/mustn't* (obligation/ prohibition)

- Read the example aloud and explain the task.
- Allow the Ss time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *You mustn't chew gum in class.*
3 *You must be on time.*
4 *You mustn't leave the classroom without permission.*
5 *You mustn't bring cola or sweets to school.*
6 *You must do your homework.*

7 To practise *can* (asking for permission)

- Read the example dialogue.
- Allow the Ss time to complete the task in their notebooks.
- Ask various Ss around the class to act out the dialogues in pairs.

Answer Key

2 *Can I ask*
3 *Can I have*
4 *Can I order*
5 *Can I go*

8 To practise *must/mustn't* and *can*

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

Answer Key

1 *Can*	**3** *mustn't*	**5** *must*
2 *must*	**4** *Can*	

6d

Reading

1 **To introduce the topic**

- Initiate a class discussion about eating out.
- Draw the Ss' attention to the questions.
- Elicit various answers from different Ss around the class.

Suggested Answer Key

My favourite restaurant is called Dos Hermanos. When I go out with my parents or friends, I usually have a burger and chips.

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

- Draw the Ss' attention to the picture.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss time to complete the task in their notebooks.
- Play the recording, twice if necessary.
- Check the Ss' answers.

Answer Key

1 *Salvatore's*	**4** *5 pm*
2 *Italian*	**5** *10 pm*
3 *ice cream*	**6** *Firth*

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

- Allow the Ss time to read the advert again and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *c* **2** *d* **3** *b* **4** *a*

b) **To express personal opinion**

- Allow time for the Ss to read the text quickly and answer the questions in pairs.
- Ask individual Ss to report back to the class.

Suggested Answer Key

I would really like to go to Salvatore's because Italian food is delicious. I love pizza and pasta, too! I would also like to have ice cream for dessert.

Pronunciation

4 **To pronounce /ɪ/, /iː/**

- Read all the words in the table out loud.
- The Ss repeat after you.
- Ask the Ss to copy the table in their notebooks.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

	/ɪ/	/iː/
cheese		✓
lift	✓	
milk	✓	
meat		✓
fish	✓	
street		✓

Vocabulary

5 a) **To present new vocabulary and practise using a dictionary**

- Draw the Ss' attention to the pictures.
- Ask the Ss to look up the adjectives in their dictionaries.
- Elicit the L1 equivalents.

b) **To personalise the topic**

- Read out the example.
- Allow time for the Ss to complete the task in their notebooks.
- Ask individual Ss to report back to the class.

Suggested Answer Key

*My favourite restaurant serves **delicious** Chinese food.*
*I love **fresh** fruit and vegetables.*
*I think haggis is **disgusting**!*
*I usually have a **huge** salad with my dinner.*
*My mum always cooks **tasty** food.*

Listening

6 a) **To introduce the topic**

- Allow time for the Ss to complete the task in pairs.
- Check their answers.

Answer Key

2	*noun*	***4***	*noun*
3	*noun*	***5***	*number*

b) **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2	*meat*	***4***	*Apple*
3	*steaks*	***5***	*11*

AUDIOSCRIPT

A: *Hi, Angie.*
B: *Oh, hi Scott. I'm just on my way to lunch with my dad.*
A: *Where are you going?*
B: *We're going to Sombrero.*
A: *Sombrero? Is it a Mexican restaurant?*
B: *Yes. It's got the best Mexican food in town!*
A: *That sounds good. I love Mexican food.*
B: *Well, this place has got a great selection of meat and seafood dishes.*
A: *Meat and seafood dishes? Do they serve steaks?*
B: *Oh, yes. They are famous for their huge delicious steaks!*
A: *Mmm, yummy! Can I come with you?*
B: *Of course you can.*
A: *Is it near here?*
B: *Oh, yes. It is at 8 Apple Street.*
A: *Are they open all day?*
B: *Yes, they are. They are open every day from eleven in the morning till ten at night.*
A: *Excellent. Let me call my mum to tell her that I'm coming with you.*

Speaking and Writing

7 **To take roles and act out a dialogue**

- Ask the Ss to form pairs.
- Each pair decides on their roles.
- Ask a pair to read the example aloud.
- Then, the Ss ask and answer questions in closed pairs.
- Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *What is its name?*
B: *It's called Chez Lucien.*
A: *What kind of a restaurant is it?*
B: *It's a French restaurant.*
A: *What kind of food does it serve?*
B: *It serves a great selection of meat dishes.*
A: *Where is it?*
B: *It's on Canal Street.*
A: *When is it open?*
B: *It's open from 11 am to 11 pm.*

8 **To write an email**

- Refer the Ss to Ex. 2 and the plan in Ex. 8.
- Ask them to also think about their ideas from Ex. 7.
- Allow the Ss time to complete the task in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Hi Bridget,

I know of a great new restaurant in town. Do you want to go there with me?

It's called Chez Lucien and it serves really delicious French food. The soups are amazing and the meat dishes are out of this world! For dessert there is a great choice of sweet pies! They also serve chocolate cake with ice cream.

What do you think? It's open every day from 11 am to 11 pm. Sunday evening is good for me, let's say at about seven. It's on Canal Street. Can your mum drive us there?

Just let me know.

Take care,
Sheila

Dictation (Optional)

If you wish, you can do the dictation for Module 6. See p. 158.

Myths and Legends

1 **To introduce the topic, predict content and listen for confirmation**

- Direct the Ss' attention to the pictures.

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Elicit the Ss' answers to the questions in the rubric.
- Then, play the recording.
- The Ss listen and follow along to check their guesses.

Suggested Answer Key

The Horn of Plenty is a popular Greek myth. Baby Zeus had to escape from his father Kronos, who ate his children. He hid in a cave on the island of Crete. There, a goat named Amalthea took care of him and gave him her milk.

2 AIM **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1	*father*	***3***	*fruit, vegetables*
2	*milk*	***4***	*horn-shaped*

3 AIM **To give a summary**

- Refer the Ss to Ex. 2.
- Allow time for them to complete the task orally or in writing in their notebooks.
- Ask individual Ss to report back to the class.

Suggested Answer Key

Baby Zeus is hiding from his father Kronos in a cave in Crete. A goat called Amalthea gives Zeus her milk and he grows strong. One day, he breaks one of Amalthea's horns and he sees that it is full of fruit and vegetables. Today, people in the USA put a horn-shaped basket full of fruit and flowers on the table for Thanksgiving Day.

Fun Time 6

FUNNY FOOD FACTS

1 a) AIM **To learn interesting facts about food**

- Refer the Ss to the list.
- Allow them time to read the facts and guess which ones are incorrect.
- Check the Ss' guesses.

Answer Key

1, 4, 7, 8

b) PORTFOLIO @ AIM **To find and present funny food facts**

- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information about other funny food facts and present them to the class. Alternatively, this can be done for homework.

Suggested Answer Key

Cabbage is 91% water.
Before the 17th century, carrots were purple.
Honey is the only food that never goes bad.

Ha ha ha!

AIM **To read for pleasure**

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke aloud.

SONG

1 AIM **To listen for specific information**

- Ask the Ss to look at the picture and say what they can see.
- Allow them time to complete the task in their notebooks.
- Play the recording.
- The Ss listen and follow the lines in their books.
- Check the Ss' answers.
- Play the recording again.
- The Ss listen and sing along.

Answer Key

1	*eat*	***3***	*chicken*
2	*butter*	***4***	*fruit*

2 THINK AIM **To express a personal opinion**

- Initiate a brief class discussion about a healthy lifestyle.
- Elicit various answers from different Ss around the class.

Suggested Answer Key

They can eat healthy food, like fruit and vegetables. They can eat more fish and chicken. They can cut down on butter and sugar. They can walk to school or work. Also, they can go to the gym or play sports.

Module 6

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about unusual restaurants.

Self-Check 6

1
1 *cheese*
2 *steak*
3 *peas*
4 *yogurt*
5 *bread*
6 *rice*
7 *carrots*
8 *cherries*

2
1 *soup*
2 *chocolate*
3 *rice*
4 *pasta*
5 *olive oil*

3
1 *Can*
2 *must*
3 *mustn't*
4 *must*
5 *Can*

4
1 *A*
2 *A*
3 *B*
4 *B*
5 *C*
6 *B*

5
1 *c*
2 *a*
3 *d*
4 *b*

Across Cultures

1 **To predict the content of the text and listen for confirmation**

- Draw the Ss' attention to the pictures and ask them to tell you what these celebrations have in common.
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording.
- The Ss listen and follow along in their books to check their guesses.

Suggested Answer Key

There is a fire in all three celebrations.

2 **To read for specific information**

- Explain the task.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

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

3 **To compare and contrast different festivals**

- Allow the Ss some time to go through the texts and make notes in their notebooks.
- Ask individual Ss to compare and contrast the festivals and report back to the class.

Suggested Answer Key

NAME	*PLACE*	*TIME*	*ACTIVITIES*
The Burning of the Clocks	*Brighton, UK*	*21st December*	*parade, burning lanterns on Brighton Beach, sending fireworks over the English Channel*
Las Fallas	*Valencia, Spain*	*13th-19th March*	*making puppets and setting them on fire, parades, paella contests*
Ivan Kupala Day	*Russia*	*6th-7th July*	*build big bonfires and jump over them, girls wear flower wreaths around their heads and place them on the water with burning candles in the evening*

In all three festivals, people celebrate with fires. Las Fallas takes place in the spring. The Burning of the Clocks takes place in the winter. Ivan Kupala Day takes place in the summer. The Burning of the Clocks and Las Fallas both include a parade and fireworks.

4 **To write about an unusual festival in your country**

- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow them time to collect the information and write their texts in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Italy

'The Battle of the Oranges' is a three-day festival that takes place in Ivrea, Italy. It takes place in February, as part of the Carnival celebrations. Thousands of people take part in the festival. They form teams and throw oranges at each other!

CLIL TIME: *Science*

1 **To predict the content of the text and listen for confirmation**

- Draw the Ss' attention to the pictures and elicit answers to the questions
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording.
- The Ss listen and follow along in their books to check their guesses.

Suggested Answer Key

Animals get energy from plants and other animals. Plants get energy from the sun.

2 **To read for specific information**

- Explain the task.
- Allow the Ss time to read the text again and complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

1 *It shows how each living thing gets energy and how energy passes from one living thing to another.*
2 *A herbivore is an animal that only eats plants.*
3 *A carnivore is an animal that only eats meat.*
4 *An omnivore is an animal that eats meat and plants.*

3 **To read for specific information**

- Explain the task.
- Allow the Ss time to read the poem and complete the task in their notebooks.
- Check their answers.

Answer Key

Producer: *grass*
Prey: *rabbit*
Predator: *fox*

Module 7

My city

Topic	
In this module, Ss will explore the topics of places, musical instruments and places of entertainment.	
Module page	**89**
Lesson objectives: Overview of the module **Vocabulary:** Places *(baker's, train station, police station, newsagent's, bookshop, pet shop, hospital, shopping centre)*	
7a	**90-91**
Lesson objectives: To talk about the past, to present and practise the past simple of the verb *'to be'*, to write about what your city/town was like 50 years ago **Vocabulary:** Places *(consolidation)*	
7b	**92-93**
Lesson objectives: To talk about music, to present and practise the past simple affirmative (regular), to pronounce /t/, /d/, /ɪd/, to write a summary of a story **Vocabulary:** Musical instruments *(piano, guitar, drums, saxophone, trumpet, electric guitar, cello, flute, violin, accordion)*	
7c	**94-95**
Lesson objectives: To talk about fun activities and places of entertainment, to present and practise the past simple (regular – all forms), to present and practise a situational dialogue **Vocabulary:** Places of entertainment *(theme park, circus, concert hall, marine park, castle, museum, cinema, ice-skating rink, theatre, zoo)*; Adjectives *(boring, interesting, funny, scary, exciting, amazing)*	
7d	**96-97**
Lesson objectives: To talk about places of entertainment, to practise checking for spelling mistakes, to write an email to a friend about a place you visited last weekend **Vocabulary:** Consolidation	
Enta the Dragon	**98**
Lesson objectives: To read for pleasure **Vocabulary:** Consolidation	
Fun Time 7	**99**
Lesson objectives: To talk about places and music **Vocabulary:** Nouns *(novel, visitors)*; Adjectives *(special, freshly baked)*; Verbs *(treat, check in)*	
Self-Check 7	**100**

Module 7

What's in this module?

Read the title of the module *My city* and ask the Ss to suggest what they think the module is about *(the module is about places, musical instruments and places of entertainment)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

a story (p. 92)
Do you like stories? What is your favourite kind of story? Why (not)?

an email to a friend (p. 96)
Do you send emails to your friends? If so, what are they about? How often do you send emails?

a famous violin maker (p. 93)
Do you like violin music? Can you play the violin? Do you know of any famous violin musicians?

London in the 1600s (pp. 90-91)
What do know about London in the 1600s? Is it important to know about historical events from the past? Why? Are there any important historical events from your city/town?

Vocabulary

1 **To present vocabulary for places**

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

2 **To practise vocabulary for places**

- Explain the task.
- Allow the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

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

Let's Play!

To practise places through a game

- Read the example and explain the game.
- The Ss play in pairs.
- One S thinks of a word associated with a place and the other S tries to guess the name of the place.

Suggested Answer Key

S1: *Dog!*
S2: *Pet shop!*
S3: *Cake!*
S4: *Baker's! etc*

7a

Reading

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

- Play the song as the Ss listen and follow along in their books.
- Elicit the Ss' guesses.

Suggested Answer Key

Like the song, the dialogue is about the fire of London.

Background information: The Great Fire of London swept through the City from Sunday 2nd September to Wednesday 5th September, 1666. The fire destroyed the homes of 70,000 of the City's 80,000 inhabitants. The death toll is unknown, but traditionally thought to have been small, as only six verified deaths were recorded. The fire started at the bakery of Thomas Farriner on Pudding Lane. There were no fire engines as we know them now. People only had basic means of putting out fires.

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

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Go through the pictures of the dialogue and set the scene by asking questions.

  e.g. *T: Where are the children?*
  Ss: They are in London.
  T: What is happening in the second picture?
  Ss: The bakery is on fire.
  T: What do you think the children are about to do in the third picture?
  Ss: They are about to go to a pizza restaurant.
- Play the recording.
- The Ss listen and follow along to check their guesses from Ex. 1a.

2 a) **To read for specific information**

- Allow time for the Ss to read the dialogue and complete the task in their notebooks.
- Check their answers.

Answer Key

1 *d* ***2*** *c* ***3*** *a* ***4*** *b*

b) **To recall information from the text**

- With books closed, the Ss say or write what they remember from the dialogue.
- Ask a few Ss to report back to the class.

Suggested Answer Key

In 1666, there was a big fire in London. There weren't any fire engines then and it was a windy day. The whole city was on fire.

Vocabulary

3 a) **To practise new vocabulary**

- Refer the Ss to the pictures.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *d* ***4*** *e* ***6*** *h* ***8*** *g*
3 *a* ***5*** *b* ***7*** *f*

b) **To practise new vocabulary**

- Read out the example and explain the task.
- Ask the Ss to form pairs and have similar dialogues.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Excuse me, where can I buy a ticket?*
B: *There's a train station just round the corner.*

A: *Excuse me, where can I buy some bread?*
B: *There's a baker's just round the corner.*

A: *Excuse me, where can I get a toy for my dog?*
B: *There's a pet shop just round the corner.* *etc*

Grammar

4 **To present the past simple of the verb 'to be' (*was/were*)**

- Ss' books closed. Say and then write on the board: *I am at school now. I **was** at the theatre yesterday.* Point to a S, say and then write on the board: *You are in class now. You **were** at home yesterday.* Underline the words in bold. Elicit/Explain that ***was/were*** is the **past simple** of the verb **'to be'** and that we use the past simple to talk about **an action that happened at a specific time in the past**. Continue with all forms in the same way.

- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood the past simple of the verb 'to be'. Then, ask the Ss to find examples of the past simple of the verb 'to be' in the dialogue on p. 90. Ask them to tell you how the past simple of the verb 'to be' is formed/used.

Answer Key

Were there, there weren't, it was, city was, was scary, it was

Form/Use

The past simple of the verb 'to be' is ***was/were****. It is used to talk about an action that happened at a specific time in the past.*

5 **To practise the past simple of the verb 'to be' and vocabulary for places**

- Read the example aloud and explain the task.
- Allow the Ss time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *They weren't at the bookshop an hour ago.*
3 *We were at the shopping centre last Saturday.*
4 *You weren't at the train station last night.*
5 *He wasn't at the hospital last week.*

Let's Play!

To practise the past simple of the verb 'to be' through a game

- Read the example aloud and explain the game.
- The Ss, in pairs, ask and answer questions, trying to guess the place.

Suggested Answer Key

S1: *Where was I yesterday?*
S2: *Were you at the shopping centre?*
S1: *Yes, I was.*

S1: *Where was I yesterday?*
S2: *Were you at the newsagent's?*
S1: *No, I wasn't. I was at the baker's. etc*

6 **To practise *there was/there were***

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

Answer Key

2 *There were*
3 *There was*
4 *There were*
5 *There were*
6 *There were*

Speaking and Writing

7 PORTFOLIO **To personalise the topic**

- Refer the Ss to the question.
- Elicit various answers from different Ss around the class.
- Allow time for the Ss to write their sentences in their notebooks.
- Ask a few Ss to report back to the class. Alternatively, this can be done for homework.

Suggested Answer Key

In my town there was a baker's fifty years ago. There wasn't a shopping centre, but there was a newsagent's. There wasn't a pet shop or a train station, but there was a bookshop and a police station. There wasn't a hospital.

7b

Reading

1 **To predict the content of the text and listen for confirmation**

- Ask the Ss to look at the title of the text and the picture.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Elicit the Ss' guesses.
- Play the recording as the Ss read along and check their guesses.

Suggested Answer Key

The story is about a place full of rats. One day a strange man with a pipe appeared. He played his pipe and all the children followed him out of town.

2 **a)** **To read for specific information**

- Allow time for the Ss to read the text and answer the questions orally or in writing in their notebooks.
- Check the Ss' answers.

Suggested Answer Key

A pipe is a musical instrument. It appears four times in the text.

b) To read for specific information

- Allow time for the Ss to read the text and answer questions orally or in writing in their notebooks.
- Check the Ss' answers.

Suggested Answer Key

1 *Hamelin.*
2 *All the houses were full of rats.*
3 *The Pied Piper.*
4 *Because all the children of the town followed the Piper into the hills and never returned home again.*

3 THINK To read the dialogue and predict another ending

- Ask the Ss to read the story again and come up with another ending for it.
- If they wish, they can also draw a picture.

Suggested Answer Key

The people of Hamelin found the Pied Piper and kept their promise to him. They gave him his money and asked him to bring them back their children. The Pied Piper started to play his pipe again and led the children back into town.

Words Vocabulary

4 a) To present new vocabulary

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

b) To listen for specific information

- Explain the task.
- Ask the Ss to write the names of the musical instruments in their notebooks.
- Play the recording as the Ss listen and number.
- Check the Ss' answers.

Answer Key

piano – 6	*violin – 10*
saxophone – 9	*drums – 1*
flute – 5	*electric guitar – 4*
guitar – 8	*accordion – 3*
trumpent – 2	*cello – 7*

5 To personalise the topic

- Draw the Ss' attention to the questions and the example sentences.
- Elicit various answers from different Ss around the class.

Suggested Answer Key

I can play the piano.
I can't play the guitar, but I'd like to learn.
I can play the violin.
I can't play the saxophone, but I'd like to learn. etc

Grammar

6 To present the past simple affirmative for regular verbs

- Ss' books closed. Say and then write on the board: *I **worked** hard yesterday.* Underline the word in bold. Explain that this verb is in the **past simple** and remind the Ss that we use the past simple to talk about **an action that happened at a specific time in the past**. Point to a S, say and write on the board: *You **worked** hard yesterday.* Underline the word in bold. Then, point to a male S, say and write on the board: *He **worked** hard yesterday.* Underline the word in bold. Present the other persons in the same way. Elicit/Explain the spelling rules of the past simple for regular verbs by writing the verbs *play*, *love*, *hop*, *cry* and their past simple forms (*played*, *loved*, *hopped*, *cried*) on the board.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood how we form and use the past simple for regular verbs. Allow them time to complete the spelling rules in their notebooks. Check the Ss' answers. Ask the Ss to find examples of the past simple in the text on page 92. Then ask the Ss how the past simple is formed and used.

Answer Key

Paragraph 1: *was, were, were not*
Paragraph 2: *arrived, carried, played, promised*
Paragraph 3: *played, followed*
Paragraph 4: *asked, refused, cried, started, followed, were, learned*

Form/Use

*The **past simple** is formed with the **verb + -ed**.*
*We use the **past simple** for completed actions in the past.*

Answer Key

Spelling rules

play –	***played***	*stop* –	***stopped***
arrive –	***arrived***	*carry* –	***carried***

Pronunciation

7 **To pronounce /t/, /d/ and /ɪd/**

- Read all the words in the table out loud.
- The Ss repeat after you.
- Ask the Ss to copy the table in their notebooks.
- Allow them time to write the past simple of the verbs and check their answers.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

			/t/	/d/	/ɪd/
1	*call*	***called***		✓	
2	*help*	***helped***	✓		
3	*start*	***started***			✓
4	*hop*	***hopped***	✓		
5	*cry*	***cried***		✓	
6	*paint*	***painted***			✓

8 **To practise the past simple affirmative for regular verbs**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *studied* ***4*** *named* ***6*** *designed*
3 *created* ***5*** *died*

Writing

9 **To write a summary**

- Draw the Ss' attention to the list of verbs and refer them to Ex. 2.
- Allow them time to write their summaries in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

All the houses in Hamelin were full of rats. A strange man arrived. He carried a pipe. He played his pipe and the rats followed him all the way out of town. The Piper asked for his money but the people refused. So, he played his pipe again. This time, all the children of the town followed him into the hills and never returned home again.

7c

Vocabulary

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

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

b) **To practise new vocabulary**

- Refer the Ss to the pictures.
- Elicit/Explain the meanings of the adjectives.
- Read out the example and ask the Ss to form similar dialogues in pairs.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Where were you yesterday?*
B: *I was at the circus.*
A: *What was it like?*
B: *It was exciting.*

A: *Where were you yesterday?*
B: *I was at the concert hall.*
A: *What was it like?*
B: *It was amazing.*

A: *Where were you yesterday?*
B: *I was at the marine park.*
A: *What was it like?*
B: *It was exciting.*

A: *Where were you yesterday?*
B: *I was at the castle.*
A: *What was it like?*
B: *It was interesting. etc*

Grammar

To present the past simple affirmative, negative and interrogative for regular verbs

- Ss' books closed. Say and then write on the board: *I **didn't work** yesterday*. Underline the words in bold. Point to a male S, say and write on the board: *He **didn't work** yesterday.* Underline the words in bold. Then, point to a female S, say and write on the board: *She **didn't work** yesterday.* Underline the words in bold. Present the other persons in the same way. Explain that we use ***didn't*** in all persons to form the **negative** of the **past simple**. Point out that the main verb is also the same for all persons. Then, go on to present the past simple interrogative in the same way, also presenting short answers.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood how we form and use the past simple negative, interrogative and short answers for regular verbs.

2 **To practise the past simple affirmative and negative**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *didn't enjoy*	***5*** *liked*
3 *missed*	***6*** *stopped*
4 *didn't stay*	

Let's Play!

To practise the past simple affirmative, negative and interrogative through a game

- Read the example and explain the game.
- The Ss ask and answer questions in pairs, without using *yes* or *no*.

Suggested Answer Key

S1: *Did you visit the museum last week?*
S2: *I did./I visited the museum.*

S1: *Did you like the show yesterday?*
S2: *I didn't./I didn't like the show. etc*

3 **To practise the past simple affirmative, negative and interrogative**

- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *started*	***7*** *Did you check*
3 *asked*	***8*** *looked*
4 *weighed*	***9*** *replied*
5 *didn't weigh*	***10*** *did you weigh*
6 *weighed*	

Speaking

4 **a)** **To practise the past simple interrogative and short answers**

- Ask the Ss to copy the table in their notebooks.
- Allow time for the Ss, in pairs, to ask and answer questions and complete the table.
- Then, ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *(George), did you visit a theme park last week?*
B: *Yes, I did.*
A: *How many times?*
B: *Once.*
A: *(George), did you watch a DVD last week?*
B: *Yes, I did.*
A: *How many times?*
B: *Three times. etc*

b) **To practise the past simple affirmative**

- Draw the Ss' attention to their completed tables.
- Ask different Ss to tell the class about their friends.

Suggested Answer Key

George visited a theme park once last week. He watched a DVD three times last week. etc

Listening

5 **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check their answers.

Answer Key

1	*F*	***3***	*D*	***5***	*G*
2	*C*	***4***	*B*	***6***	*E*

AUDIOSCRIPT

A: *Hi, Martin. How was your week?*
B: *It was lovely, but very tiring. There were so many things I wanted to see and do.*
A: *Really? Like what?*
B: *Well, first of all I wanted to visit the museum. They've got some new works of art there. So I visited it on Monday.*
A: *Oh yes I want to go there, too. It's near the castle. Did you visit it, too?*
B: *No, I didn't. There was no time.*
A: *How about Tuesday?*
B: *On Tuesday, I visited the marine park, but I didn't like it much. It was boring.*
A: *What else did you do?*
B: *Let me see ... on Wednesday my little cousin James visited me so we decided to go to the zoo together and see all the wild animals there.*
A: *That sounds good.*
B: *Yes, then on Thursday I decided to go to the circus. The clowns were really amazing!*
A: *How about the new theme park at the beach?*
B: *I visited it on Friday. The rides there were fantastic; scary, but fantastic! Then on Saturday I watched a really good play at the theatre. Your favourite actor was in it. Here's his autograph.*
A: *Oh thanks! That's nice of you!*

Everyday English

6 a) **To present a situational dialogue**

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) **To present synonymous phrases and act out a dialogue**

- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

Suggested Answer Key

Anita: *Hi, Bridget.* ***What was your*** *weekend* ***like****?*
Bridget: *Oh,* ***I had a fabulous time****. My friend Martha stayed over and we decided to go to the ice-skating rink.*
Anita: *Really?* ***Was it good?***
Bridget: ***It was brilliant!*** *We skated for hours.*
Anita: *I bet!* ***Are there other things to do?***
Bridget: *Well, there's a restaurant by the side of the rink. We ordered chicken and pasta after we finished skating.*
Anita: *Sounds good.*
Bridget: ***It certainly was.*** *We want to go again.*
Anita: ***Do you mind if I join you next time?***
Bridget: ***Not at all. Whenever you want!***

7 **To practise role-playing**

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 6 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. Ss can refer to the diagram while doing the task. Ask a few pairs to act out their dialogues in front of the class.

SA	**SB**
ask about weekend *(What was your weekend like?)*	say what you did *(I had a great time. My friend ...)*
ask about details *(Really? Was it good?)*	explain *(It was brilliant!)*
find out more *(Are there other things to do?)*	explain *(Well, there's...)*
ask if you can join next time *(Do you mind ...?)*	agree *(Not at all. Whenever you want!)*

Suggested Answer Key

Ben: *Hi, Paul. What was your weekend like?*
Paul: *Oh, I had a great time. My friend George stayed over and we decided to go to the marine park.*
Ben: *Really? Was it good?*
Paul: *It was brilliant! The show was amazing.*
Ben: *I bet! Are there other things to do?*
Paul: *Well, there's a restaurant by the side of the park. etc*

7d

Reading

1 **To predict the content of the text and listen for confirmation**

- Draw the Ss' attention to the pictures.

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Elicit the Ss' guesses.
- Then, play the recording as they follow along in their books and check their guesses.

Suggested Answer Key

I think he walked around the castle. Maybe he also watched a play or attended a concert.

2 **To read for specific information**

- Allow the Ss time to read the email and complete the task orally or in writing in their notebooks.
- Check the Ss' answers.

Answer Key

1 *He visited a castle.*
2 *They walked around the castle and the beautiful gardens.*
3 *There was a theatre group performing a play in the gardens by moonlight.*
4 *There was an amazing meal in the castle hall.*

3 **To read for specific information**

- Allow the Ss time to read the email and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

a An unforgettable day

4 a) **To read for specific information**

- Draw the Ss' attention to the pictures.
- Allow the Ss time to read the email again and complete the task orally or in writing in their notebooks.
- Check the Ss' answers.

Answer Key

Paragraph 1:

I visited a castle with my family and we stayed there until midnight!

Paragraph 2:

In the evening, there was a theatre group performing a play in the gardens by moonlight.

After the play, there was an amazing meal in the castle hall and everyone dressed in historical costumes.

b) **To practise new vocabulary**

- Allow the Ss time to go through the email again and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *midnight*
2 *beautiful*
3 *fabulous*
4 *performing*
5 *enjoyed*
6 *historical costumes*
7 *remember*
8 *maybe*

5 **To express personal opinion**

- Allow time for the Ss to complete the sentence orally or in writing in their notebooks.
- Elicit various answers from different Ss around the class.

Suggested Answer Key

Brian really enjoyed his visit to the castle because there were so many things for him to do.

6 **To read for specific information**

- Draw the Ss' attention to the *Writing Tip* box and the sentences in Ex. 6.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

3 *There **were** so many things to see in the museum.*
4 *I **really** liked Picasso's paintings.*
5 *There were some painters there, too.*
6 *They showed us how to paint pictures.*
7 *Then we decided to go to a **restaurant**.*
8 *The food was great!*

Listening

7 **To listen for specific information**

- Play the recording, twice if necessary.
- Ss listen and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 B 2 A 3 B 4 B 5 B

AUDIOSCRIPT

A: *Hi Ryan. How was your weekend? Did you visit the zoo?*
B: *No, I didn't. We decided to visit the theme park.*
A: *Did you stay all day?*
B: *Yes, we stayed there from the morning till late in the evening!*
A: *What was it like?*
B: *Well, I really liked the rides, but my mum didn't like them at all!*
A: *Then what did you do?*
B: *We watched a show.*
A: *A show? Really?*
B: *Yes. It was with some racing cars. I really enjoyed it.*

A: Sounds good.
B: Yeah, it was. And after that we were very hungry. So we decided to have something to eat.
A: Did you like the food?
B: Yes, I did. And they named the dishes after superhero films. Guess what the name of my dish was!
A: What? Superman?
B: Batman Returns! Anyway, we definitely want to do it again. Do you fancy joining us?
A: Definitely. Count me in!

Speaking and Writing

8 **To personalise the topic**

- Explain the task.
- Allow the Ss some time to complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

1 I visited a zoo.
2 I stayed from morning till evening.
3 I watched the wild animals. I watched the zoo staff feed the animals. I visited the zoo canteen and the gift shop.
4 The weather was fabulous.
5 The food was delicious.
6 I really enjoyed it.

9 **To write an email**

- Refer the Ss to Ex. 1 and the plan in Ex. 9.
- Ask them to also think about their ideas from Ex. 8.
- Allow the Ss time to write the email in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Hi Ben,

How are you? I hope your weekend was good. My weekend was fantastic! I visited a zoo with my family and we stayed there from morning till evening!

There were so many things to do! During the day we walked around the zoo and watched the wild animals. The weather was fabulous and it was great to be outside. In the evening we watched the zoo staff get close to the animals and feed them. It was scary but exciting, too! After that we visited the zoo canteen and ordered pizza. It was delicious! We also visited the gift shop. There were so many interesting things to buy!

It really was a day to remember. Maybe we can do it together sometime? I hope so.

Talk soon,
Magda

Dictation (Optional)

If you wish, you can do the dictation for Module 7. See p. 159.

Enta the Dragon (Episode 4)

1 a) **To promote reading for pleasure**

- Ask the Ss to look at the pictures and guess what the dialogue is going to be about. (e.g. *Enta remembers the time when he was a baby.*)
- Play the recording. The Ss listen and follow the lines.
- Play the recording again with pauses for the Ss to listen and repeat chorally.

Extension

Photocopy the episode and tippex out some key words (e.g. *baby*, *proud*, *hatched*, *early*, *scared*, *fruit bowl*, *healthy*, *gift*). Hand out the photocopies. Then play the recording. The Ss listen to the story and fill in the missing words.

b) **To take roles and read a dialogue**

The Ss take roles and read the dialogue.

Fun Time 7

WHERE WAS I?

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

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

Answer Key

2 You were at the baker's.
3 You were at the pet shop.
4 You were at the hospital.
5 You were at the train station.

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about musical instruments.

Ha ha ha!

AIM To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke out loud.

SONG

1 AIM To consolidate vocabulary for musical instruments

- Ask the Ss to look at the picture and identify the musical instruments.
- Allow the Ss time to read and complete the song in their notebooks.
- Play the recording.
- The Ss listen and follow the lines in their books to check their answers.
- Play the recording again.
- The Ss listen and sing along.

Answer Key

2 *drums*	***4*** *violin*
3 *piano*	***5*** *saxophone*

2 THINK AIM To express personal opinion

- Ask the Ss, in groups, to tell you what their favourite musical piece is and bring it to the class next time.
- Elicit the Ss' answers to the questions.

Suggested Answer Key

My favourite musical piece is 'Blue in Green'. It is a jazz piece. I like this music because it is relaxing. I can hear the saxophone, the trumpet, the piano, the guitar and the drums.

Self-Check 7

1

1 police station	*5 theatre*
2 newsagent's	*6 hospital*
3 circus	*7 cinema*
4 zoo	*8 museum*

2 *a 3 b 4 c 1 d 2 e 5*

3

1 were	*3 Was*	*5 were*
2 was	*4 was*	

4

1 visited	*4 didn't help*
2 Did Sam arrive	*5 cried*
3 walked	*6 stopped*

5 *1 D 2 A 3 B 4 C*

Module 8

Life in the past

Topic	
In this module, Ss will explore the topics of activities, famous people from the past, jobs and character adjectives.	
Module page	**101**
Lesson objectives: Overview of the module **Vocabulary:** Famous people and their jobs *(Wassily Kandinsky – painter, Marco Polo – explorer, Albert Einstein – scientist, Yuri Gagarin – cosmonaut, Pyotr Tchaikovsky – composer, Thomas Edison – inventor, Charles Dickens – writer)*	
8a	**102-103**
Lesson objectives: To talk about life in the past, to present and practise the past simple affirmative (irregular), to present information about ancient civilisations **Vocabulary:** Activities *(make clothes and baskets, hunt, wrestle, carry goods by boat, build houses and bridges, grow vegetables in the fields, write on wooden tablets, throw a spear)*	
8b	**104-105**
Lesson objectives: To talk about people that changed the world, to present and practise the past simple (irregular – all forms), to write about famous people **Vocabulary:** Famous people and their jobs *(Amadeus Mozart – composer, Alexander Graham Bell – inventor, Hiram Bingham – explorer, Alexander Fleming – scientist, Pablo Picasso – painter, J. R. R. Tolkien – writer, Jesse Owens – athlete, Neil Armstrong – astronaut)*	
8c	**106-107**
Lesson objectives: To talk about heroes and villains, to present and practise *had/could*, to pronounce /aɪ/ and /iː/, to present and practise a situational dialogue **Vocabulary:** Character adjectives *(worried, greedy, kind, angry, brave, strong, scared, cruel)*	

8d	108-109
Lesson objectives: To talk about important people, to present and practise prepositions, to write an article about Florence Nightingale or about another person from the past that you admire **Vocabulary:** Nouns *(zoologist, mountain gorillas, hunters)*	
Myths and Legends	**110**
Lesson objectives: To read for pleasure **Vocabulary:** Nouns *(sword, knights, enemy, kingdom, battle)*	
Fun Time 8	**111**
Lesson objectives: To talk about jobs **Vocabulary:** Nouns *(bread crumbs)*; Verb *(rub out)*; Phrase *(happy ending)*	
Self-Check 8	**112**
Across Cultures	**113**
Lesson objectives: To talk about musical instruments from around the world, to present information about traditional musical instruments **Vocabulary:** Musical instruments *(tin whistle, balalaika, didgeridoo, bagpipes, oud)*	
GO GREEN	**114**
Lesson objectives: To talk about going green, to make a project about ways to be green **Vocabulary:** Nouns *(paper towels, sheets, TV sets, electric dryers, plastic packing)*	

What's in this module?

Read the title of the module *Life in the past* and ask the Ss to suggest what they think the module is about *(the module is about activities, famous people from the past and their jobs and character adjectives)*. Go through the topic list and stimulate a discussion to prompt the Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, and then the Ss find the page numbers for the items listed.
- Allow time for the Ss to complete the task in their notebooks.
- Ask questions to check the Ss' understanding.

Answer Key

heroes and villains (pp. 106-107)
Who's your favourite hero/villain? Why?

King Arthur (p. 110)
What do you know about King Arthur? Are there any famous legends from your country?

Ancient Greeks (p. 103)
What do you know about the Ancient Greeks? What are some Ancient Greek ideas and inventions that are still used today?

a famous nurse (p. 109)
What do you know about this nurse? Why do you think she's famous?

Vocabulary

1 a) AIM To present vocabulary for famous people and their jobs

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

b) AIM To practise vocabulary for famous people and their jobs

- The Ss complete the task in their notebooks.
- Check their answers.

Answer Key

A *composer*
B *scientist*
C *inventor*
D *painter*
E *explorer*
F *writer*
G *cosmonaut*

2 AIM To talk about famous people from the past

- Read out the example and explain the task.
- Ask the Ss to form pairs and have similar dialogues.
- Ask a few pairs to act out their dialogues in front of the class.

Answer Key

A: *Who was Albert Einstein?*
B: *He was a famous scientist.*
A: *Where was he from?*
B: *He was from Germany.*

A: *Who was Thomas Edison?*
B: *He was a famous inventor.*
A: *Where was he from?*
B: *He was from America/the USA.*

A: *Who was Wassily Kandinsky?*
B: *He was a famous painter.*
A: *Where was he from?*
B: *He was from Russia.*

A: *Who was Marco Polo?*
B: *He was a famous explorer.*
A: *Where was he from?*
B: *He was from Italy.*

A: *Who was Charles Dickens?*
B: *He was a famous writer.*
A: *Where was he from?*
B: *He was from the UK.*

A: *Who was Yuri Gagarin?*
B: *He was a famous cosmonaut.*
A: *Where was he from?*
B: *He was from Russia.*

Module 8

8a

Reading

1 **To introduce the topic and stimulate interest in it**

- Ask the Ss to look at the pictures.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Go through the pictures of the dialogue and set the scene by asking questions.

  e.g. T: Who do you think the girl on the computer screen is?
  Ss: She is an Inca girl.
  T: Who are the people in the second picture?
  Ss: They are the girl's family.
  T: What do you think is going on in the third picture?
  Ss: Mona is offering to help her mother.

- Allow time for the Ss to write two questions about the family life of Incas in their notebooks.
- Play the recording.
- The Ss listen and follow along to see if they can answer their questions.
- Elicit the Ss' questions and answers.

Suggested Answer Key

1 How did Inca girls help their family?
2 How did Inca boys help their family?

1 Inca girls cooked and made clothes and baskets.
2 Inca boys built houses and bridges. They also hunted for food and grew vegetables in the fields.

2 **To read for specific information**

- Allow time for the Ss to read the dialogue again and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 G 2 B 3 B 4 G 5 B

Grammar

3 **To present the past simple affirmative for irregular verbs**

- Ss' books closed. Say and then write on the board: *John lived in a big house in 1990. He **drove** a fast car then.* Underline the word in bold. Ask the Ss to tell you what verb it reminds them of (*drive*). Explain that ***drove*** is the **past tense** of the verb *drive*. Point out that not all verbs add **-ed** to form the past simple.
- Ss' books open. Ask the Ss to read the sentences in the grammar box. Explain that ***went*** is the past tense of *go* and ***wrote*** is the past tense of *write*. Then, ask the Ss to read the dialogue on p. 102 and complete the task in their notebooks. Check their answers.

Answer Key

be – was (irregular)
have – had (irregular)
teach – taught (irregular)
cook – cooked (regular)
make – made (irregular)
learn – learned (regular)
build – built (irregular)
hunt – hunted (regular)
grow – grew (irregular)
do – did (irregular)
begin – began (irregular)
give – gave (irregular)

Vocabulary

4 **To present new vocabulary**

- Draw the Ss' attention to the words and the pictures.
- Play the recording.
- The Ss listen and repeat chorally or individually.
- Ask various Ss to give the L1 equivalents.
- Then the Ss complete the task in their notebooks.
- Check their answers.

Answer Key

2 *c*	***4*** *h*	***6*** *d*	***8*** *b*
3 *a*	***5*** *g*	***7*** *f*	

5 **a)** **To practise the past simple affirmative for regular and irregular verbs**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *wrote*	***6*** *trained*	***10*** *flew*
3 *did*	***7*** *gave*	***11*** *carried*
4 *ran*	***8*** *caught*	***12*** *made*
5 *wrestled*	***9*** *used*	

b) **To practise the past simple and consolidate the new vocabulary**

- Read out the example and refer the Ss to Ex. 4.

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

The Ancient Greeks threw spears.
The Incas hunted.
The Incas grew vegetables in the fields.
The Incas made clothes and baskets.
The Ancient Greeks wrote on wooden tablets.
The Incas built houses and bridges.
The Egyptians carried goods by boat.

Let's Play!

To practise the past simple affirmative for irregular verbs through a game

- Read the example aloud and explain the game.
- The Ss, in teams, take turns saying irregular verbs in the present and in the past.

Suggested Answer Key

Team 1 S1: *Have!*
Team 2 S1: *Had! Build!*
Team 1 S2: *Built! etc*

Speaking and Writing

6 PORTFOLIO @ **To find information about ancient civilisations**

- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information and present it to the class. Alternatively, this can be done for homework.

Suggested Answer Key

In Ancient Greece, only men went to the theatre. All the actors were men, too. Men even played women's roles. Women stayed at home and took care of the house. They didn't take part in public life or politics.
In Ancient Egypt, both men and women wore eye makeup. They believed it had magical and healing powers. Both men and women also wore jewellery and good luck charms. Most families had pets. Cats were their favourite ones.

8b

Reading

1 **To predict the content of the text and listen for confirmation**

- Ask the Ss to look at the picture.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Elicit the Ss' guesses.
- Play the recording as the Ss read along and check their guesses.

Suggested Answer Key

The Yeti is a creature that people believe lives in the Himalayas. Maybe the man is somebody who went to the Himalayas to look for the Yeti.

2 **a)** **To read for specific information**

- Allow time for the Ss to read the text and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *f* ***3*** *b* ***4*** *e* ***5*** *d* ***6*** *a*

b) THINK **To express personal opinion**

- Refer the Ss to the text.
- Ask them to tell you four things that impressed them.
- Allow time for the Ss to complete the task orally or in writing in their notebooks.
- Check their answers.

Suggested Answer Key

I was impressed with how brave Sir Edmund Hillary was, climbing Mount Everest to find the Yeti.
I was impressed with the legend of the Yeti, living on to this day.
I was impressed with the local people's stories about the Yeti.
I was impressed with what Sir Edmund Hillary and his team found on the mountain, although they didn't find the Yeti.

Vocabulary

3 **a)** **To present new vocabulary**

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

- Play the recording, twice if necessary.
- The Ss listen and repeat chorally and individually.
- Ask various Ss to give the L1 equivalents.

b) To read for specific information

- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *h*	***4*** *g*	***6*** *a*	***8*** *b*
3 *f*	***5*** *e*	***7*** *d*	

Speaking

4 To practise pronouncing years

- Draw the Ss' attention to the *Language Tip* box.
- Then, read out the example dialogue.
- The Ss, in pairs, form similar dialogues about the rest of the people in Ex. 3.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Who was Alexander Graham Bell?*
B: *He was a Scottish inventor. He invented the telephone.*
A: *When was he born?*
B: *In 1847.*
A: *When did he die?*
B: *In 1922. etc*

Grammar

5 To present the past simple affirmative, negative and interrogative for irregular verbs

- Ss' books closed. Say and then write on the board: *I **went** to the cinema yesterday. I **didn't go** to the theatre. **Did** you **go** to the zoo? **Yes**, I **did**./**No**, I **didn't**.* Underline the words in bold. Remind the Ss that we use ***didn't*** in all persons to form the negative of the past simple, and ***did*** to form the interrogative. Point out that the main verb is also the same for all persons.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood how we form and use the past simple negative and interrogative for irregular verbs. Then ask them to find examples of the past simple in the text on p. 104. Finally, ask the Ss how the past simple is formed and used.

Answer Key

was, believed, lived, reported, told, attacked, heard, went, took, found, brought, didn't find, existed, talked, decided, didn't solve

Form/Use

*We use **didn't + basic form of the verb** to form the negative of the past simple. We use **did + subject + basic form of the verb** to form the interrogative of the past simple.*
*We use the **past simple** for completed actions in the past.*

6 a) To practise the past simple affirmative for regular and irregular verbs

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *got*	***6*** *kept*	***10*** *disappeared*
3 *went*	***7*** *forgot*	***11*** *came*
4 *became*	***8*** *got*	***12*** *left*
5 *became*	***9*** *remembered*	

b) To practise the past simple interrogative for irregular verbs and read for specific information

- Read out the example.
- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *They lived in Greenland.*
2 *Why did Anningan get angry with his sister?*
He got angry with his sister because she spread black grease on his face.
3 *Where did Malina go?*
She went up to the sky (and became the Sun).
4 *Why did Anningan get thin?*
He got thin because he forgot to eat.
5 *How long did Anningan disappear from the sky?*
He disappeared from the sky for three days. etc

Listening

7 To listen for specific information

- Allow the Ss some time to go through the facts and choose and write their answers in their notebooks.
- Play the recording, twice if necessary.
- The Ss listen and check their answers.

Answer Key

1 *a* ***2*** *a* ***3*** *a* ***4*** *b* ***5*** *a*

AUDIOSCRIPT

A: *Welcome to our quiz show. With us today are Tom and Alice. Are you ready?*
Tom & Alice: *Yes.*
A: *OK. First question. This person created his own languages! Who is this person? J. R. R. Tolkien or Hiram Bingham?*
Tom: *J. R. R. Tolkien.*
A: *That's correct. One point for you. Now, this person became a knight in 1944.*
Alice: *Alexander Graham Bell!*
A: *Sorry, Alice. It's Alexander Fleming. Next question, this person was very good at Maths. Who was he? Amadeus Mozart or Jesse Owens?*
Tom: *Jesse Owens!*
A: *No, it was Amadeus Mozart. No points for you, Tom. Now, this person was also a teacher for the deaf. Who was he? Neil Armstrong or Alexander Graham Bell?*
Alice: *Alexander Graham Bell!*
A: *Yes, you are right this time, Alice. One point for you. OK, here's the last question. This person's full name has twenty-three words.*
Tom: *Pablo Picasso!*
A: *That's correct! His full name is Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Martyr Patricio Clito Ruíz y Picasso. Well done, Tom! You are the winner of ...*

Writing

8 PORTFOLIO @ AIM **To write about famous people**

- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information and make their presentations. Alternatively, this can be done for homework.

Suggested Answer Key

Amadeus Mozart composed from the age of five. He composed over 600 works during his lifetime. He travelled a lot and knew many musicians and other composers. Many important composers after him created music in Mozart's honour.

Hiram Bingham was well-educated. He discovered Machu Picchu while he was a lecturer at Yale University. The road that leads tourists to the site took its name after him. Many believe he was the model for the Indiana Jones film character.

Alexander Fleming's discovery of penicillin changed the world of medicine. Thanks to his discovery, Fleming won the Nobel Prize in Medicine in 1945. The laboratory where he discovered penicillin in St Mary's Hospital, London, became a museum about his life and work.

Neil Armstrong joined NASA in 1962 and made his first space flight in 1966. On his second mission in space in 1969, Armstrong actually walked on the moon surface and spent two and a half hours exploring, along with astronaut Buzz Aldrin. Armstrong is one of the greatest American heroes of all time. etc

8c

Words Vocabulary

1 AIM **To present new vocabulary**

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

2 a) AIM **To read for specific information**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Draw the Ss' attention to the pictures.
- Explain the task and allow time for the Ss to complete it in their notebooks.
- Check the Ss' answers.

Answer Key

1 *A* ***2*** *D* ***3*** *B* ***4*** *C*

b) AIM **To personalise the topic**

- Read out the example dialogue.
- Ask the Ss, in pairs, to talk about their favourite hero/villain.
- Ask a few Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: *Who's your favourite hero?*
B: *Superman.*
A: *Really? Why?*
B: *Because he's very kind and brave. etc*

Grammar

To present *had* and *could*

- Ss' books closed. Say and then write on the board: *I **had** a dog when I was a child. I **didn't have** a cat. **Did** you **have** a pet? **Yes**, I **did**./**No**, I **didn't**.* Underline the words in bold. Elicit/Explain that ***had*** is the past tense of *have*. Remind the Ss that we use ***didn't*** in all persons to form the negative, and ***did*** *to* form the interrogative. Point out that the main verb is also the same for all persons. Ask the Ss to give examples of their own. Now, say and then write on the board: *He **could** read when he was five. He **couldn't** write. **Could** she ride a bike? **Yes**, she **could**./**No**, she **couldn't**.* Underline the words in bold. Elicit/Explain that ***could*** is the past tense of *can*. Explain that we use ***not*** to form the negative, and we invert (the verb comes before the subject) to form the interrogative. Ask the Ss to give examples of their own.
- Ss' books open. Ask the Ss to read the sentences in the grammar box, making sure that they have understood *had* and *could*.

3 **To practise *had/didn't have* and *could/couldn't* and listen for specific information**

- Allow the Ss some time to go through the texts and complete the task in their notebooks.
- Play the recording, twice if necessary.
- The Ss listen and check their answers.

Answer Key

Text A

2	*couldn't*	***4***	*could*
3	*had*		

Text B

1	*had*	***3***	*could*	***5***	*could*
2	*didn't have*	***4***	*had*		

Text C

1	*had*	***3***	*could*	***5***	*couldn't*
2	*didn't have*	***4***	*couldn't*	***6***	*couldn't*

Text D

1	*didn't have*	***3***	*could*	***5***	*had*
2	*couldn't*	***4***	*could*	***6***	*couldn't*

Let's Play!

To practise *had* and *could* through a game

- Read out the example dialogue and explain the game.
- Ask the Ss to form pairs and have similar dialogues.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

S1: *Could you fly when you were a baby?*
S2: *No, I couldn't.*
S1: *Are you Superman?*
S2: *Yes, I am! etc*

4 a) **To practise *had* and *could***

- Ask a pair of Ss to read out the example dialogue.
- Allow time for the Ss, in pairs, to form similar dialogues.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *James, did you have a bike when you were four?*
B: *Yes, I did.*
A: *Could you dance?*
B: *No, I couldn't. etc*

b) **To consolidate *had* and *could***

- Ask the Ss to use their answers from Ex. 4a and talk about their friend.
- Ask a few Ss to report back to the class.

Suggested Answer Key

James didn't have long hair. He couldn't swim and he couldn't dance, either. He had a bike but he didn't have a computer. He had a pet. He couldn't read and write but he could play football.

Pronunciation

5 **To pronounce /aɪ/ and /iː/**

- Read all the words in the table out loud.
- The Ss repeat after you.
- Ask the Ss to copy the table in their notebooks.
- Play the recording.
- The Ss listen, choose and tick the correct answer.
- Play the recording again, stopping after each word so that the Ss can check their answers.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the rest of the class for verification.
- Check the Ss' answers and pronunciation.

Answer Key

	/aɪ/	/iː/		/aɪ/	/iː/
kind	✓		*iron*	✓	
ceiling		✓	*tonight*	✓	
feet		✓	*greedy*		✓

Everyday English

6 a) To present a situational dialogue

- Play the recording, twice if necessary.
- The Ss listen and repeat.
- Ask individual Ss to read out the dialogue.
- Check their pronunciation.

b) To present synonymous phrases and act out a dialogue

- Refer the Ss to the phrases in the box.
- Allow the Ss time to replace the phrases in the dialogue and act it out.
- Check their answers.

Suggested Answer Key

Peter: *Hi, Joe.* ***How was your weekend?***
Joe: *I went to the cinema on Saturday.*
Peter: ***What was on?***
Joe: *Despicable Me.*
Peter: *What was it about?*
Joe: *It was about a greedy supervillain. He met three kind little girls and changed into a superhero.*
Peter: ***It sounds interesting!***
Joe: *Yes, I really enjoyed it.*

7 To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 6 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. Ss can refer to the diagram while doing the task. Ask a few pairs to act out their dialogues in front of the class.

SA	**SB**
ask about weekend *(Did you do anything special...?)*	say what you did *(I went to the cinema on...)*
ask about film *(What was on?)*	give name of film and talk about plot *(...)*
make a comment *(It sounds interesting!)*	confirm *(Yes, I really...)*

Suggested Answer Key

John: *Hi, Dave. Did you do anything special over the weekend?*
Dave: *I went to the cinema on Saturday.*
John: *What was on?*
Dave: *Life of Pi.*
John: *What was it about? etc*

8d

Reading

1 a) To introduce the topic

- Initiate a class discussion about animals that are in danger of disappearing.
- Elicit various answers from different Ss around the class.

Suggested Answer Key

Other animals that are in danger are the African penguin, the Asian elephant, the blue whale, the Mexican wolf, the Asiatic cheetah and the Chinese alligator.

b) To listen and read for specific information

- Draw the Ss' attention to the sentences and ask them to guess which are true and which are false.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording as the Ss listen, read along in their books and check their guesses.

Answer Key

A *True* ***B*** *False*

2 a) To read for specific information

- Allow the Ss time to go through the text and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

a *Paragraph 3* ***c*** *Paragraph 4*
b *Paragraph 1* ***d*** *Paragraph 2*

b) THINK To express personal opinion

- Allow the Ss time to read the text and make notes about Dian Fossey in their notebooks.

- Elicit various answers from different Ss around the class.

Suggested Answer Key

Taz admires Dian Fossey because she was very brave. She spent twenty-two years mostly alone in the mountains, studying the mountain gorillas. She wanted to protect them and she fought against their hunters. Sadly, one of the hunters killed her, but she let the whole world know that mountain gorillas were in danger of disappearing forever.

3 **To present and practise prepositions**

- Refer the Ss to the text in Ex. 1.
- Allow them time to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *at* ***4*** *in* ***6*** *in*
3 *with* ***5*** *up*

4 **To practise avoiding repetition**

- Draw the Ss' attention to the *Writing Tip* box.
- Read out the sentences and explain how we can avoid repetition in a sentence.
- Ask the Ss to give you examples of their own.
- Read out the example and explain the task.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *She was born in Torquay. It's a town in Devon.*
3 *Agatha didn't go to school. Her parents taught her at home.*
4 *Agatha's father was often ill. He died when Agatha was eleven.*
5 *In 1920, Agatha wrote her first novel with Hercule Poirot as the main character. Her detective made her famous all over the world.*

Listening and Speaking

5 a) **To listen for specific information**

- Play the recording, twice if necessary.
- The Ss listen and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *b* ***2*** *d* ***3*** *a* ***4*** *c*

AUDIOSCRIPT

Father: *Did you do your homework about Florence Nightingale, Danny?*
Danny: *Yes, Dad. It's ready.*
Father: *OK, then. Tell me some things about her.*
Danny: *Well, Florence Nightingale was a famous nurse. She made the work of nurses very important. Florence Nightingale was born in Florence, Italy on 12th May, 1820. She came from a rich British family and she grew up in the UK. As a child, Florence didn't go to school. Her father taught her Science and Maths at home. Florence loved helping others. She always cared for sick pets and people when she could. She trained to be a nurse in 1851. She travelled to Turkey in 1854 to look after the British soldiers there. Hospitals then were dirty and in very poor condition. Many of the soldiers didn't even have food. Florence changed all of that. She cared for the soldiers and fought to make hospitals better. Florence Nightingale died on 13th August, 1910. She became a true hero to everyone and that's why I admire her!*
Father: *Well done, Danny. That was very good work!*

b) **To listen for specific information**

- Play the recording again as the Ss listen and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1 *nurses*
2 *the UK*
3 *Maths*
4 *sick pets and people*
5 *look after British soldiers*
6 *hospitals*

6 **To talk about a famous person**

- Refer the Ss to Ex. 5 and ask them to go through the facts about Florence Nightingale.
- Ask a couple of Ss to tell the class about her.

Suggested Answer Key

Florence Nightingale was a famous nurse. She made the work of nurses important. She was born in Florence, Italy, on 12th May, 1820, but she grew up in the UK. As a child, Florence didn't go to school. Her father taught her Science and Maths at home. She always cared for sick pets and people. She trained to be a nurse in 1851. In 1854, she travelled to Turkey to look after British soldiers. She fought to make hospitals better. She died on 13th August, 1910.

Writing

7 **To write an article**

- Refer the Ss to Ex. 1 and the plan in Ex. 7.
- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information and write their article in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Amelia Earhart was a pilot. She was the first woman to fly solo across the Atlantic Ocean. She was born on 24th July, 1897, in Atchison, Kansas.

As a child, Amelia had a strong personality. Her mother taught her at home before she joined a public school. She liked reading and spent hours in the family library.

In 1917, she trained as a nurse's assistant. In 1919, she and her father visited an airfield and she went on a ride that changed her life forever. She immediately decided to learn to fly. She soon bought her own plane and became popular for her solo flights and the records she set. In 1936, Amelia started to plan a flight around the world.

Sadly, on 2nd July, 1937, during her round-the-world flight, Amelia's plane disappeared. No one ever found Amelia or her plane. Amelia Earhart was truly brave. She made her dream come true! She's definitely my hero!

Dictation (Optional)

If you wish, you can do the dictation for Module 8. See p. 159.

Myths and Legends

1 **To introduce the topic and listen for confirmation**

- Direct the Ss' attention to the picture and elicit answers to the questions in the rubric.
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording.
- The Ss listen and follow along to check their guesses.

Answer Key

King Arthur was King of Britain. He lived in Camelot with Lady Guinevere and his brave knights. He died in a battle with his enemy, Mordred.

2 **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

***1** B **2** B **3** B **4** B **5** B*

3 **To make sentences based on the story**

- Allow the Ss some time to go through the text and complete the task in their notebooks.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

Camelot was the castle Arthur built and lived in.
Lady Guinevere was the woman Arthur married and made his queen.
The Round Table was the wedding present Lady Guinevere's father gave to Arthur and Guinevere.
Sir Lancelot was one of Arthur's brave knights.
Sir Gawain was another brave knight of Arthur's.
Mordred was Arthur's nephew and enemy.
The Lady of the Lake caught Arthur's sword and disappeared under the water.

Fun Time 8

WHO AM I?

1 a) **To consolidate vocabulary for jobs**

- Ask the Ss to copy the crossword puzzle in their notebooks.
- Allow the Ss time to complete the task.
- Check the Ss' answers.
- Ask various Ss to give the L1 equivalents.

Answer Key

A	S	T	R	O	N	A	U	T	I
T	C	O	M	P	O	S	E	R	N
H	I	T	E	A	C	H	E	R	V
L	E	M	P	I	L	O	T	A	E
E	N	U	R	S	E	V	E	T	N
T	T	C	H	E	F	R	I	E	T
E	I	C	W	R	I	T	E	R	O
U	S	E	X	P	L	O	R	E	R
R	T	I	P	A	I	N	T	E	R
E	Z	O	O	L	O	G	I	S	T

b) **To find information about a famous person**

- Elicit the Ss' answers.
- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books. Alternatively, this can be done for homework.

Suggested Answer Key

The famous person is Marie Curie. She is famous for her research in radioactivity.

Did you know?

To stimulate interest in the lesson

Read the *Did you know?* box aloud. Initiate a brief class discussion about jobs in the past.

Ha ha ha!

To read for pleasure

- Refer the Ss to the joke.
- Elicit/Explain the meaning of any unknown words.
- Ask individual Ss to read the joke aloud.

SONG

1 PORTFOLIO **To listen for specific information**

- Play the recording.
- The Ss listen and follow the lines in their books.
- Play the recording again. The Ss listen and sing along.
- Elicit the Ss' answers and allow them time to make a poster. Alternatively, this can be done for homework.

Answer Key

Van Gogh gave us beautiful paintings. The most famous is "Sunflowers". Other famous paintings he gave us are "Starry Night" and "The Potato Eaters".

Tolkien gave us fantastic stories. He gave us the "The Hobbit" and "The Lord of the Rings". "The Lord of the Rings" stories are now famous films we can all enjoy.

Self-Check 8

1 *1 scientist* *2 painter* *3 athlete* *4 explorer* *5 inventor* *6 writer*

2 *1 spear* *2 fields* *3 baskets* *4 nets*

3 *1 a* *2 e* *3 b* *4 c* *5 d*

4 *1 made* *2 gave* *3 did they begin* *4 didn't wear* *5 ran*

5 *1 Can* *2 have* *3 couldn't* *4 had* *5 could*

6 *1 cinema* *2 on* *3 brave* *4 interesting*

Across Cultures

1 **To introduce the topic and listen for confirmation**

- Draw the Ss' attention to the pictures.
- Elicit the Ss' answers.
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording while the Ss listen and follow along to check their guesses.

Answer Key

Wind instruments: *tin whistle, didgeridoo, bagpipes*
String instruments: *balalaika, oud*

2 **To read for specific information**

- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

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

3 **To read for specific information**

- Allow the Ss time to read the texts quickly and find the musical instruments related to the words.
- Ask them to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

Australian Aboriginals: *didgeridoo*
mandolin: *oud*
folk music: *balalaika*

4 **To recall information from the text**

- Allow the Ss a minute to read the texts, then close their books and try and remember one thing from each text.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

You can hear the tin whistle in Irish music.
The balalaika is a string instrument.
It is difficult to learn to play the bagpipes, but they make a really cool sound.
The Australian Aboriginals play their traditional music on the didgeridoo.
The oud is the great-grandfather of the mandolin and the guitar.

5 **To find information about traditional musical instruments**

- Ask the Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for the Ss to collect information and make their presentation. Alternatively, this can be done for homework.

Suggested Answer Key

Chande

The chande is a drum. You play it with two sticks. You can hear it in South Indian classical music and theatrical dramas. In the past, Indian people used the chande in times of war.

Braguesa

The braguesa is a string instrument. You can hear it in Portuguese traditional music. It looks like a guitar with five strings. You play the braguesa using all five strings at the same time.

GO GREEN

1 **To introduce the topic and listen for confirmation**

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss time to complete the task in their notebooks.
- Play the recording as the Ss listen and read to check their answers.

Answer Key

walking, riding a bike

2 **To read for specific information**

- Draw the Ss' attention to the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *towels*
2 *electric*
3 *delicious*
4 *plastic*
5 *environmentally*

3 **To make a project about ways to be green**

- Ask the Ss to look up information on the Internet and make notes in their notebooks using the headings.
- Allow the Ss time to complete the project and present it to the class. Alternatively, this can be done for homework.

Suggested Answer Key

How to be environmentally-friendly

in the house:
- *take showers instead of baths*
- *don't leave the tap running when you brush your teeth*
- *reuse and recycle*
- *give away things you don't need*
- *don't leave lights/TV on when you don't use them*
- *buy energy-efficient light bulbs*

at school:
- *recycle old books, ink cartridges, paper, etc.*
- *bring your own water bottle and reuse it*
- *don't use paper towels or plastic cups and plates a lot*

around the city:
- *travel by metro, bus or bike or walk*
- *share a car*
- *don't litter*
- *recycle*
- *take part in environmental campaigns/projects*

All About Russia!

Topic	
In this section Ss will read about their own culture.	
1 Getting Around!	**116**
Lesson objectives: To learn about different means of transport in Russia	
2 Popular Sports	**118**
Lesson objectives: To learn about popular sports in Russia	
3 Places to Visit	**120**
Lesson objectives: To learn about popular places to visit in Russia	
4 National Holidays	**122**
Lesson objectives: To learn about national holidays in Russia	

1 Getting Around!

1 **To introduce the topic and read for specific information**

- Draw the Ss' attention to the title and the pictures and ask them to tell you what they know about these means of transport.
- Invite them to say which ones they use the most for their daily transportation and elicit answers from various Ss around the class.
- Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow the Ss time to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *200*	***5*** *Trams*
3 *taxi*	***6*** *Taxis*
4 *Beijing, China*	

2 **To learn interesting facts about the metro in Moscow**

- Refer the Ss to the *Did you know?* box.
- Ask the Ss to say what they know about the metro in Moscow *(how old it is, how many lines it consists of, etc)*.
- Allow the Ss to look up information on the Internet or other encyclopaedias/reference books and complete the task in their notebooks. Alternatively, this can be done for homework.
- Check the Ss' answers.

Answer Key

2 *9*
3 *1935*
4 *dark blue (Arbat-Pokrovskaya)*
5 *Kakhovskaya*
6 *90*
7 *the purple line*
8 *the red line*
9 *Butovskaya*
10 *25*

3 **To learn opposites**

- Allow the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

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

4 **To personalise the topic and consolidate vocabulary**

- Read out the example dialogue.
- Ask the Ss to use adjectives from Ex. 3 to talk about means of transport in pairs.
- Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Which do you think is the most popular way of travelling?*
B: *The metro.*
A: *Which do you think is the safest way of travelling?*
B: *The train. etc*

5 **To present a situational dialogue and practise role-playing**

- Refer the Ss to the dialogue and the example.
- Allow them time to put the sentences in the right order in their notebooks.
- Check the Ss' answers.
- Then ask a few pairs to act out the dialogue in front of the class.

Answer Key

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

6 **To write about means of transport**

- Refer the Ss to Ex. 1.
- Ask them to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow them time to collect information and write about means of transport in their city/town in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

St Petersburg Metro

Many people in St Petersburg use the metro to get around. The St Petersburg metro is one of the most beautiful metros in the word. The first line opened in 1955 and today there are 5 lines and 67 stations. It's the fastest way to get around the city. There is a train every 2-3 minutes.

Trams

St Petersburg has more trams than almost any other city in the world. Trams are a great way to get around the city and see the sights. They are very popular because they're fast and cheap.

Buses

St Petersburg has different types of buses. Regular buses are green and white or yellow. There are also minibuses

called marshrutki. They are the cheapest way to travel to or from the city's airports.

Taxis

You can find a taxi in the street or call a taxi company. It is a comfortable way to get around, but it is much more expensive than other means of transport.

2 Popular Sports

1 **To read for specific information**

- Refer the Ss to the title and the pictures.
- Ask them if they can recognise the sports shown.
- Initiate a class discussion about sports in general and encourage Ss to say what their favourite ones are.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Then ask the Ss to read the text and complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2	*skates*	**6**	*court*
3	*six*	**7**	*basketball*
4	*clubs*	**8**	*figure skater*
5	*chess*		

2 **To present and practise vocabulary for sports**

- Draw the Ss' attention to the words in the box.
- Explain/Elicit what sport each one is used for.
- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

1	*pitch*	**3**	*rink*
2	*court*	**4**	*course*

3 **To do a quiz about sports**

- Allow time for the Ss to complete the task in their notebooks.
- They can use the Internet for help/verification.
- Check their answers.

Answer Key

1	*C*	**4**	*B*	**7**	*B*	**10**	*A*
2	*C*	**5**	*C*	**8**	*C*	**11**	*C*
3	*B*	**6**	*B*	**9**	*A*	**12**	*B*

4 **To write a sports quiz**

- Ss form pairs and prepare their own sports quizzes.
- They can use the Internet for help and the quiz in Ex. 3 as a model.
- Then each pair tries their quiz on another.

Suggested Answer Key

1 *What do baseball players use to hit the ball with?*
A *a bat* **B** *a club* **C** *a racket*

2 *What track and field event is Yelena Isinbayeva an athlete in?*
A *pole vault* **B** *high jump*
C *long jump*

3 *Who is Michael Phelps?*
A *a tennis player* **B** *a cyclist* **C** *a swimmer*

4 *How many players are there in a water polo team?*
A *five* **B** *eight* **C** *seven*

5 *What country does high jump athlete Yelena Slesarenko come from?*
A *Bulgaria* **B** *Russia* **C** *Estonia*

6 *Which country invented cricket?*
A *the USA* **B** *the UK* **C** *Australia*

7 *Who is Pierre de Coubertin?*
A *a marathon runner*
B *the father of the modern Olympic Games*
C *a racewalker*

8 *Where were the first modern Olympic Games?*
A *Paris, France* **B** *Athens, Greece*
C *Berlin, Germany*

9 *Which of the following is NOT an extreme sport?*
A *rock climbing* **B** *skydiving*
C *snorkelling*

10 *Which sport uses a puck?*
A *hockey* **B** *rugby* **C** *volleyball*

Answer Key

1	*A*	**4**	*C*	**7**	*B*	**10**	*A*
2	*A*	**5**	*B*	**8**	*B*		
3	*C*	**6**	*B*	**9**	*C*		

Let's Play!

To practise the new vocabulary through a game

- Read out the example dialogue and explain the game.
- Ask the Ss to form pairs and have similar dialogues.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

S1: *Rink, skates, puck. What's my favourite sport?*
S2: *Hockey! etc*

5 **To write about a popular sport**

- Refer the Ss to Ex. 1.
- Allow time for Ss to collect information and write

about a popular sport in their country in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Rhythmic gymnastics is one of the most popular sports in Russia. In fact, Russia has the best rhythmic gymnasts in the world. Athletes perform on the floor, individually or in a group. They use a ball, a hoop, a ribbon, a rope or a set of clubs. Evgenia Kanaeva and Yana Kudryavtseva are two of Russia's most famous rhythmic gymnasts. They are Olympic gold medalists and world champions.

3 Places to Visit

1 AIM To introduce the topic and listen and read for specific information

- Draw the Ss' attention to the title and the pictures.
- Invite them to say what kinds of places the pictures show.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Play the recording.
- The Ss listen, read and complete the task in their notebooks.
- Check their answers.

Answer Key

2 *Nalychevo, Kamchatka*
3 *Kizhi Island*
4 *Sochi*
5 *Nalychevo, Kamchatka*
6 *Kizhi Island*
7 *Sochi*
8 *Kizhi Island*

2 AIM To present and practise collocations

- Explain the task and read the example out loud.
- Allow time for the Ss to complete the task in their notebooks.
- Check the Ss' answers.

Answer Key

2 *hostel* ***4*** *views* ***6*** *spring* ***8*** *places*
3 *soup* ***5*** *tower* ***7*** *climbing*

3 THINK AIM To personalise the topic

- Refer the Ss to the texts in Ex. 1 and explain the task.
- Allow some time for the Ss to complete the task in their notebooks.
- Check their answers.

Suggested Answer Key

I'd like to visit Nalychevo, Kamchatka because I'd like to enjoy its wonderful scenery and go hiking.

4 AIM To present and practise vocabulary related to outdoor activities

- Draw the Ss' attention to the words in the box and the pictures.
- Explain the task.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *climbing* ***4*** *scuba diving* ***6*** *sledding*
3 *fishing* ***5*** *snow kiting*

5 THINK AIM To express personal preference

- Ss form pairs and complete the task in their notebooks.
- Ask a few pairs to read out their lists.

Suggested Answer Key

scuba diving *sledding* *climbing*
ice diving *snow kiting* *fishing*

6 AIM To personalise the topic

- Ask the Ss to copy the table in their notebooks and complete it about themselves.
- Read out the example dialogue.
- The Ss form pairs and ask and answer questions, as in the example.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Where are you going to go on holiday?*
B: *I'm going to go to Sochi.*
A: *When are you going to go?*
B: *I'm going to go in August.*
A: *Who are you going to go with?*
B: *I'm going to go with my family.*
A: *Where are you going to stay?*
B: *I'm going to stay in a pretty traditional house.*
A: *What are you going to do?*
B: *I'm going to try Kuban borscht and also visit the Observation Tower. etc*

7 AIM To write about a popular place to visit

- Explain the task.
- Refer the Ss to Ex. 1.

- Ask them to use their ideas from Ex. 6, as well.
- If they wish, they can look up information on the Internet or look in encyclopaedias/other reference books.
- Allow the Ss time to write about a national holiday in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Lake Baikal is a lake in Southern Siberia. It is the oldest and deepest lake in the world. It is also one of the most beautiful places in the country. There are lots of things to do in Lake Baikal. You can go trekking, cycling or horse riding and enjoy the wonderful scenery, or you can do water sports such as rafting, kayaking or sailing. You can taste the omul, a type of salmon. You can also visit a traditional yurt, a round tent with a wooden frame that some people use as a home.

4 National Holidays

1 Aim To introduce the topic and read for specific information

- Draw the Ss' attention to the title and the pictures.
- Initiate a class discussion about national holidays and ask the Ss to give some information about them.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the Ss to look up the meanings in their dictionaries.
- Allow time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *C*	***4*** *B*	***6*** *A*	***8*** *C*
3 *C*	***5*** *A*	***7*** *B*	

2 Aim To practise new vocabulary for national holidays

- Refer the Ss to the texts in Ex. 1 and explain the task.
- Allow some time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *parade*	***5*** *tulips*	***8*** *carnation*
3 *fireworks*	***6*** *balloons*	
4 *dachas*	***7*** *ice cream*	

3 Aim To practise and consolidate new vocabulary for national holidays

- Explain the task and read the example out loud.
- Allow some time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

2 *A*	***4*** *B*	***5*** *C*

Extra sentence: 3

4 Aim To read for specific information

- Allow some time for the Ss to complete the task in their notebooks.
- Check their answers.

Answer Key

1 *A*	***3*** *C*	***5*** *A*
2 *B*	***4*** *B*	***6*** *C*

5 Aim To personalise the topic and practise the new vocabulary for national holidays

- Read out the example dialogue and explain the task.
- The Ss form pairs and ask and answer questions, as in the example.
- Ask a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Which is your favourite national holiday?*
B: *Spring and Labour Day.*
A: *Why?*
B: *Because we get balloons and ice cream!*

6 Aim To write about a national holiday

- Explain the task.
- Refer the Ss to Ex. 1.
- Ask them to use their ideas from Ex. 5, as well.
- If they wish, they can look up information on the Internet or look in encyclopaedias/other reference books.
- Allow the Ss time to write about a national holiday in their notebooks. Alternatively, this can be done for homework.

Suggested Answer Key

Unity Day on 4th November is a national day in Russia. On that day, Polish soldiers left Moscow in 1612. Schools, post offices, public buildings and most businesses are closed on this day. People lay flowers on the monument of Kuzma Minin and Dmitry Pozharsky. People go to concerts or watch firework displays.

MODULE 1 – New friends

Unit 1a

1
2 English
3 Geography
4 IT
5 Science
6 History
7 PE
8 Art
9 Music

2
2 best friend
3 school playground
4 Welcome back
5 computer game
6 favourite subject

3 **Suggested Answers**
1 Grisham Park School
2 Music
3 Mary Thomas
4 10 o'clock
5 SIMS 13

4 1 A 2 C 3 B 4 A

5
2 A
3 Science
4 IT
5 D
6 Music

AUDIOSCRIPT

Good morning, everyone and welcome to Bradford School. Here is your new timetable. Let's begin with Mr Adams. Mr Adams is your English teacher and he's in Room C.
Next is Miss Andrews. She's your Geography teacher. Miss Andrews is in Room A. Room A, OK?
Mr White is your Science teacher. Your Science lessons are in Room F.
Mrs Taylor is your IT teacher. Your IT lessons are in Room B. OK? IT is in Room B.
Now, Miss Benson is your Art teacher. Your Art lessons are in Room D. OK? Room D.
Mr Hunter is your Music teacher. Your Music lessons are in Room E. Music this year is in Room E.

Unit 1b

1
1 funny
2 noisy, quiet
3 clever, silly
4 polite, rude
5 hard-working, lazy

2
2 noisy
3 serious
4 rude
5 clever
6 hard-working

3
2 also
3 Art
4 and
5 red
6 is

Unit 1c

1
2 Greece
3 American
4 Spain
5 China
6 Italian

2
2 Europe
3 Africa
4 Antarctica
5 Asia
6 Australia

3
2 Nice to meet you.
3 Where are you from?
4 I'm British.
5 Welcome to our school.

Unit 1d

1 **a)** 1 C 2 B 3 A

b) **H**i, my name is **M**ark and I'm **ten**. I'm from **N**ottingham, **E**ngland. I am a student at **W**hitehill **S**chool. I'm in Class 5C.

My favourite subjects are **M**aths and **S**cience, but I'm not very good at **M**usic or **H**istory. My favourite teacher is **M**r **S**mith. He's really nice!

My best friend is **M**ario. He is **eleven** and he is **I**talian. We are in the same class at school. His favourite subjects are **IT** and **H**istory.

2
2 He's from Nottingham, England
3 Whitehill School
4 Maths and Science
5 Music or History
6 Mr Smith
7 Mario
8 He's 11
9 He's from Italy
10 IT and History

3 2 in 3 at 4 from 5 about

4 **Suggested Answer**

Hi, my name is Angela and I'm ten. I'm from the UK. I am a student at Bank Street School. I'm in class 5A.

My favourite subjects are History and Art, but I'm not very good at PE. My favourite teacher is Miss Williams. She is really nice!

My best friend is Anne. She is eleven. We are in the same class at school. Her favourite subjects are Geography and IT.

Grammar 1

1
2 am ('m)
3 am ('m)
4 am ('m)
5 are
6 is ('s)
7 is ('s)
8 are
9 are
10 are ('re)

2
2 A: Is it
B: No, it isn't. It's a school.
3 A: Is he
B: No, he isn't. He's an artist.
4 A: Are they
B: No, they aren't. They're cats.

3
2 **I'm Irena and he is Janusz**. We **are Polish**. **I'm** an actress and **he is an** actor.
3 **I'm Victor and they are Yuri and Max. We are Russian. We are** doctors.

4 **I'm Erol and they are Kemal and Hakan.** We **are Turkish**. We **are** in the same class.

4
2 Madrid isn't the capital of Portugal.
3 Is Ian thirteen today?
4 We are not in the same class.
5 Our English lesson is at 11:00.
6 Is she your new History teacher?

5
2 He 4 We 6 she 8 He
3 They 5 You 7 they

6
2 They're noisy 6 They're clever
3 It's a sweet 7 It's a funny
4 She's a rude 8 He's a hard-working
5 They're lazy

7
2 your 4 They 6 He 8 I
3 We 5 Its 7 our

8
2 Their 3 our 4 my 5 my

9
3 ✓ 5 ✓ 7 ✗ Its
4 ✓ 6 ✗ Their 8 ✓

10
2 c 3 e 4 d 5 b

11
2 How old are you
3 Where is our IT lesson
4 Who is our new IT teacher
5 When is our Science lesson

12
1 f 4 When, d
2 What, c 5 What, b
3 Where, a 6 What, e

Modular Revision 1

1

G	S	H	I	S	T	O	R	Y
E	C	M	U	S	I	C	I	I
O	I	M	T	S	A	H	S	P
G	E	O	G	R	A	P	H	Y
A	N	M	A	T	H	S	O	R
R	C	H	S	I	L	G	N	Y
T	E	N	G	L	I	S	H	E

2
1 lucky 4 trendy 7 clever
2 sweet 5 hard-working 8 noisy
3 favourite 6 quiet

3
1 Portuguese 3 American 5 Turkish
2 Russian 4 Greek

4
1 aren't 3 isn't 5 is
2 Is 4 are

5
1 my 5 What 9 He
2 We 6 They 10 When
3 Where 7 How
4 her 8 our

6 1 b 2 b 3 a 4 b 5 a

7 1 B 2 A 3 C 4 B

AUDIOSCRIPT

Narrator: *Listen and look. There is one example. When is their English lesson?*

Boy 1: *When is our English lesson, Steve? 9 o'clock?*
Boy 2: *No, we've got Maths at 9 and then we have History at 10:30. English is at 12 o' clock.*
Boy 1: *Oh, OK. Thanks!*

Narrator: *The correct answer is 12 o'clock, so there is a tick in box C. Now we are ready to start.*

Narrator: ***1 What is Sue's favourite subject?***

Boy: *What lesson is next, Sue? Maths?*
Girl: *No, History. It's my favourite subject.*
Boy: *Really? My favourite subject is Geography.*

Narrator: ***2 Where is the Music lesson?***

Boy: *Is the Music lesson in Room 2D?*
Girl: *No. The Music lesson is in Room 2A.*
Boy: *What Room is this?*
Girl: *This is Room 2C.*

Narrator: ***3 Where is Tony from?***

Boy 1: *Hi! My name's Brian.*
Boy 2: *Hi, Brian, my name's Tony. Are you American?*
Boy 1: *Yes, I am, but I live in England now. Where are you from?*
Boy 2: *Well, I am from Italy.*

Narrator: ***4 When is the Science lesson this week?***

Boy: *Look! Here's a note from our Science teacher.*
Girl: *Oh. It says the Science lesson is on Wednesday, not Friday this week.*
Boy: *Wednesday? Well, it's Tuesday today, so Science class is tomorrow.*
Girl: *That's right.*

8 1 T 2 F 3 F 4 T 5 F

9 **Suggested Answer**

Hi, my name is Ben and I'm eleven. I'm from New York, USA. I am a student at Hill School. I'm in Class 5A.

My favourite school subjects are History and English, but I'm not very good at Maths. My favourite teacher is Miss Evans. She's really nice!

My best friend is George. He is twelve and he is British. His favourite subjects are Maths and IT.

MODULE 2 – All about me

Unit 2a

1 2 hair 3 nose 4 arm 5 ears 6 moustache 7 beard 8 leg 9 mouth 10 foot 11 hand 12 head

2 2 long ears, short legs 3 beard, moustache 4 wavy hair 5 small hands, feet 6 long straight

3 **a)** 2 d 3 a 4 c 5 b

b) 2 look like 3 top model 4 old man 5 curly hair

4 2 B 3 A 4 A 5 B 6 A

Unit 2b

1 **a)** 2 skateboard 3 lunchbox 4 trainers 5 mobile phone 6 jeans

b) 2 watch 3 lunchbox 4 jeans 5 mobile phone 6 skateboard

2 2 a 3 b 4 a 5 b

3 2 NO 3 YES 4 YES 5 NO 6 YES

AUDIOSCRIPT

Becky: *This shop's great, Sam! Look at these trainers.*
Sam: *I've got lots of trainers.*
Becky: *OK. How about some jeans?*
Sam: *Jeans? I want some jeans.*
Becky: *Do you want the blue or the black jeans?*
Sam: *The black, definitely! Black is my favourite colour. How much are the black jeans?*
Becky: *£30.*
Sam: *Thirty pounds for a pair of jeans? That's good. What about you, Becky? Do you want jeans, too?*
Becky: *No, but I want a new watch.*
Sam: *The watches are over there. Let's have a look.*
Becky: *This one's nice.*
Sam: *How much is the watch?*
Becky: *It's only £10.*
Sam: *Ten pounds? Not bad. These digital cameras are cool! And I haven't got one.*
Becky: *But look how much they are!*
Sam: *Yeah, another day, maybe.*

Unit 2c

1 2 play basketball 3 swim 4 ride a horse 5 paint 6 sing 7 dance

2 **Suggested Answers**

2 I can whistle really well.
3 I can ride a horse.
4 I can't drive a car.
5 I can't play football.

3 2 have 3 eat, drink 4 swim 5 run

Unit 2d

1 2 hobby 3 collection 4 world 5 colours 6 Mexican 7 wear 8 proud

2 2 twelve 3 UK 4 caps 5 Mexico

3 2 I can paint, dance and sing.
3 She's my big sister.
4 He can't play football, but he can ride a bike.
5 I'm from England, but my dad's from Scotland.
6 Where's Ben from?

4 2 e 3 c 4 b 5 a

5 **Suggested Answer**

Hi,

I'm Donna and I'm ten years old. I'm from Australia. My hobby is collecting lunchboxes. I've got a great collection! I've got lunchboxes from all over the world! I've got them in all different colours, too. My favourite one is from Japan. It's black and red!

I like collecting lunchboxes because I can use them every day! I'm really proud of my lunchbox collection! What about you? Have you got a collection?

Write back soon.
Donna

Grammar 2

1 2 She's got wavy hair
3 He's got big feet.
4 He's got a black moustache.
5 They've got a big house.
6 She's got a pink cap.
7 I've got a small nose.
8 It's got a big mouth.

2 1 B: have, have ('ve) got
2 A: has not (hasn't) got
3 A: Have
B: haven't, has ('s) got

4 A: Have
B: has ('s) got, has ('s) got
5 A: Have
B: haven't
6 A: have ('ve) got
B: have, have ('ve) got

3 2 Has Alice got glasses? Yes, she has.
3 Has Nia got a mobile phone? No, she hasn't.
4 Has Peter got a skateboard? No, he hasn't.
5 Have Becky and Vicky got caps? Yes, they have.

4 2 In picture A, the boy has got a blue skateboard. In picture B, he hasn't got a blue skateboard. He's got a red skateboard.
3 In picture A, the boy has got a green helmet. In picture B, he hasn't got a green helmet. He's got a blue helmet.
4 In picture A, the boy has got a brown dog. In picture B, he hasn't got a brown dog. He's got a white dog.
5 In picture A, the boy has got a black T-shirt. In picture B, he hasn't got a black T-shirt. He's got a blue T-shirt.
6 In picture A, the boy has got an orange schoolbag. In picture B, he hasn't got an orange schoolbag. He's got a purple schoolbag.

5 2 dresses 6 tomatoes 10 shelves
3 scarves 7 boxes 11 watches
4 toys 8 fairies 12 cameras
5 lives 9 glasses

6 1 people 3 feet 5 men
2 mice 4 children 6 teeth

7 2 These, these 5 This, that
3 This, that 6 These, that
4 These, those

8 2 those 4 This 6 that
3 These 5 that

9 1 can't 3 can, can't 5 can, can't
2 can, can't 4 can, can't

10 **Suggested Answers**
1 Yes, I can. 5 No, I can't.
2 No, I can't. 6 Yes, I can.
3 Yes, I can. 7 Yes, I can.
4 Yes, I can. 8 Yes, I can.

11 2 have 4 can 6 am
3 feet 5 trees

Modular Revision 2

1 1 **cap** 6 **schoolbag**
2 **skateboard** 7 **laptop**
3 **lunchbox** 8 **watch**
4 **trainers** 9 **handbag**
5 **glasses** 10 **helmet**

2 1 whistle 3 swim 5 drive
2 dance 4 paint

3 1 B 2 A 3 C 4 C 5 A

4 1 has/hasn't got 4 have got
2 hasn't got 5 haven't got
3 can't

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

6 1 watch 3 £15
2 black 4 Here

7 1 C 2 F 3 E 4 D 5 B

AUDIOSCRIPT

Robert: *Hi, I'm Robert. My favourite thing is my skateboard. It's really cool!*
Donna: *My name's Donna. My favourite thing is my new watch. It's blue and white. It's really nice!*
Neil: *I'm Neil and my favourite things are my trainers. They're from the USA and they are red and black.*
Amy: *Hello, my name's Amy. My favourite thing is my red handbag. Red is my favourite colour!*
Jess: *Hi. I'm Jess. My favourite things are my roller skates! They are so cool!*
Shane: *I'm Shane and my favourite thing is my mobile phone, of course!*

8 1 F 2 T 3 F 4 F 5 T

9 **Suggested Answer**

Hi,

I'm Tom and I'm eleven years old. I'm from the USA. My hobby is collecting watches. I've got a great collection! I've got them from all over the world! I've got them in all different colours, too! My favourite watch is from Russia. It's blue, my favourite colour!

I like watches because I can wear them every day! I'm really proud of my watch collection. What about you? Have you got a collection?

Write back soon.
Tom

MODULE 3 – Family life

Unit 3a

1
2 mum
3 dad
4 grandpa
5 grandma
6 brother
7 aunt
8 husband
9 daughter
10 cousin

2 **Male:** father, grandfather, uncle, nephew, husband, son
Both: cousin, parent, grandparent
Female: mother, grandmother, aunt, niece, wife, daughter

3 Tessie 1 Alice 2 Emily 3 Oliver 4

AUDIOSCRIPT

Bill: *Hi, James! Is this a photo of your family?*
James: *Oh, hi, Bill! Yes.*
Bill: *Is that your dad?*
James: *Yes.*
Bill: *What's his name?*
James: *His name's Peter. And that's my mum in the green dress. Her name's Alice.*
Bill: *Alice? OK. And that's your baby sister, right?*
James: *Yes, that's Tessie, my baby sister, and Emily is my other sister. Emily's got fair hair, too.*
Bill: *And that is Oliver, right? Your brother.*
James: *Yes, that's right.*

4
1 Come on in!
2 It's fantastic!
3 Oooh, yes!
4 Let's go
5 No way!
6 Don't worry

Unit 3b

1 **Have:** lunch, dinner, a shower/bath
Play: football, with my friends, computer games
Get: dressed, ready for school, up early
Go: shopping, to the cinema, home, to bed, to the gym

2
2 **walk**
3 **start**
4 **listen**
5 **breakfast**
6 **dishes**

3
2 have breakfast
3 have lunch
4 do my homework
5 watch TV
6 play with my friends
7 have a shower
8 have dinner

4 **Suggested Answers**
1 I get up at seven o'clock.
2 I go to school at half past eight.
3 I have lunch at one o'clock.
4 I watch TV at eight o'clock.
5 I go to bed at nine o'clock.

Unit 3c

1
2 E hairdresser
3 I police officer
4 B vet
5 F teacher
6 D pilot
7 G racing driver
8 C nurse
9 J mechanic
10 H chef

2 **a)** 2 d 3 a 4 c 5 b
b) 2 at work
3 on time
4 look after
5 football practice

3 2 E 3 A 4 C 5 D

Unit 3d

1 A 3 B 4 C 2

2 1 2 2 1 3 4 4 3

3 **Suggested Answers**
1 I live in Warsaw.
2 I live with my mum, dad and big sister.
3 My mum is a nurse and my dad is a vet.
4 My mum makes breakfast for us and my dad goes to work.
5 I've got one sister.
6 My sister usually goes to singing lessons after school.
7 In the evenings, we all have dinner together and then we watch TV.

4 **Suggested Answer**

My name's Igor and I live in Warsaw with my mum, dad and big sister.

Dad is a vet and Mum is a nurse. Dad works in the morning. Mum makes breakfast for us and then drives us to school. She usually works in the afternoon.

My sister Jenny is a student. She doesn't come home after school. She usually has singing lessons.

In the evening, we all have dinner together. After dinner, I usually watch TV with my dad. My sister always listens to music and sings! My family is cool and I love them a lot!

Grammar 3

1 2 A 3 C 4 B 5 B 6 A

2 2 Whose 3 Who's 4 Whose 5 Whose

3

/s/	/z/	/ɪz/
sits	plays	washes
eats	goes	fixes
likes	comes	
works	says	
	rides	

4 **a)** 2 makes 3 goes 4 take 5 starts 6 finishes 7 do 8 helps 9 listens 10 watches 11 play 12 have

b) 2 Does Mum make breakfast for everyone?
Yes, she does.
3 Do Andy and Sue walk to school?
No, they don't.
4 Does school finish at three?
Yes, it does.
5 Does Dad help Mum cook dinner?
Yes, he does.
6 Do Andy and Sue play video games after dinner?
Yes, they do.

5 2 have 3 Do you walk 4 take 5 does school start 6 finishes 7 do you do 8 go 9 Do you help 10 like

6 2 in 3 in 4 on 5 at

7 2 He gets up at seven o'clock in the morning.
3 He plays basketball in the afternoon.
4 He rides his bike on Sundays.
5 He watches TV at the weekend.
6 He goes on holiday in August.

8 2 sometimes read 3 is usually 4 always washes 5 never watch 6 are sometimes 7 usually helps 8 never has

9 2 I usually get up at seven o'clock.
3 Dad is always on time at work.
4 We never go to the gym on Mondays.
5 Frank often works on his car.
6 Do you always go to bed early?
7 Are they usually late?

10 2 like playing 3 hates listening 4 love drinking 5 likes going 6 don't like eating 7 loves riding 8 hates getting

11 **Suggested Answers**

1 I love playing sport.
2 I hate getting up early.
3 I love eating chocolate.
4 I like cooking.
5 I like watching TV.
6 I don't like having a shower in the morning.
7 I love playing with my friends.
8 I like listening to music.

12 2 A 3 C 4 A 5 B 6 C 7 A 8 C 9 B 10 A

Modular Revision 3

1 1 husband 2 sister 3 grandma (grandmother) 4 daughter 5 brother 6 wife 7 niece 8 cousin 9 nephew 10 grandpa (grandfather)

2 1 nurse 2 TV 3 mechanic 4 bed 5 hairdresser

3 1 A 2 C 3 C 4 B 5 B

4 1 They are never late for dinner.
2 Ted often goes to the park.
3 She always helps her mum.
4 Harry sometimes goes to bed late.
5 Sue usually has a shower in the evening.

5 1 Does school start 2 don't watch 3 has 4 Do you study 5 doesn't go

6 1 a 2 a 3 b 4 a 5 a

7 1 F 2 T 3 F 4 F 5 F

AUDIOSCRIPT

Girl: *Hi! I'm Tina and I usually have a busy day! I always get up early in the morning. I usually get up at seven. Then, I have a big breakfast. Breakfast is very important. After that, I go to school. I have lunch at noon. I don't have lunch at home. I go home at 3 o'clock in the afternoon. After school, I always do my homework and then I play computer games. In the evening, I have dinner. After dinner I watch a DVD with my brother. Then, at nine o'clock at night I have a bath and I go to bed.*

8 1 B 2 C 3 A 4 B 5 C

9 **Suggested Answer**

My cool family!

My name's Tim and I live in Cardiff with my mum, dad and my big sister, Becky.

Dad is a mechanic and Mum is a hairdresser. Dad gets up very early and leaves the house at seven o'clock. Mum always makes breakfast for us and then Becky and I walk to school.

My sister Becky is a very good basketball player. She always has basketball practice after school. She's got a lot of friends and when she's at home she usually plays video games with them.

In the evening, at about seven o'clock, we all have dinner together. After dinner, I usually help my mum wash the dishes. Dad and Becky always watch their favourite programme on TV. My family is really cool and they are everything to me.

MODULE 4 – My home & my neighbourhood

Unit 4a

1 **a)** 2 kitchen 4 hall 6 garage
3 bathroom 5 living room

b) 2 T
3 F No, there isn't. There's a fridge in the kitchen.
4 F No, there aren't. There are two armchairs in the living room.
5 F No, there aren't. There are chairs in the kitchen.
6 T

2 2 upstairs 5 roof 8 come
3 dream 6 outside
4 stay 7 look

3 2 B 3 A 4 B 5 C

Unit 4b

1 In picture A ...
2 there are three chairs.
3 there is one sofa.
4 there is a red carpet.
5 there are three pictures.
6 there are two armchairs.
7 there is one mirror.
8 there is one cat.

In picture B ...
2 there are two chairs.
3 there are two sofas.
4 there is a blue carpet.
5 there is one picture.
6 there is one armchair.
7 there are two mirrors.
8 There isn't a cat.

2 **a)** 2 washbasin 5 toilet 8 cooker
3 pillow 6 sink
4 sofa 7 bookcase

b) 1 **Kitchen:** sink, cooker, fridge
2 **Bedroom:** pillow, bedside table
3 **Living room:** sofa, bookcase, armchair
4 **Bathroom:** washbasin, toilet, bath

3 2 plain 3 hard 4 old 5 small

Unit 4c

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

2 1 Excuse me, can you tell me where the library is?
2 The library is on your left.
3 Yes. It's between the post office and the chemist's.
4 Thank you.

3 2 past 4 back 6 out
3 left 5 zebra

4 1 B 2 A 3 B 4 A

AUDIOSCRIPT

Narrator: ***1 Where does Anna go on Saturday mornings?***
Boy: *Hi! Where's Anna? Is she at the supermarket?*
Woman: *No, she never goes to the supermarket on Saturdays.*
Boy: *Is she at the library?*
Woman: *No, actually she's at the sports centre. She usually swims on Saturday mornings.*

Narrator: ***2 Where is the bank?***
Woman: *Excuse me, can you tell me where the bank is?*
Man: *Yes. Go down James Street and turn left.*
Woman: *What street is that? Is it Pine Road?*
Man: *No, it's Prince Street. The bank is on Prince Street.*
Woman: *OK. Thanks.*

Narrator: ***3 What's next to Ed's house?***
Boy 1: *Hey, Sam! Do you want to come over on Friday night?*
Boy 2: *Yeah, great. Your house is on Main Street, right?*
Boy 1: *Yes, it's opposite the park.*
Boy 2: *Is it next to the post office?*
Boy 1: *No, my house is next to the florist's.*

Narrator: ***4 What does Kate buy at the department store?***
Kate: *Oh, look, Mum! These trainers are nice!*
Mum: *You've got lots of trainers, Kate.*
Kate: *What about those T-shirts – they're really trendy!*
Mum: *Yes, they're lovely.*
Kate: *Oh! I want a yellow one, and they haven't got any in yellow.*
Mum: *Ah, never mind!*

Kate: *But, look at these jeans! They're just what I want!*
Mum: *Get the jeans then, dear.*
Kate: *OK, let me go and try them on.*

Unit 4d

1 1 B 2 C 3 A

2 2 modern 5 comfortable 8 fantastic
3 spacious 6 soft
4 cosy 7 beautiful

3 1 fantastic 3 spacious 5 cosy
2 huge 4 modern

4 **Suggested Answer**

My dream home is in Austria. It has got a fantastic view of the mountains! There is a huge living room, a modern kitchen and four spacious rooms. My favourite room is the TV room. It's very cosy there!

My dream bedroom is very cool. Everything in it is green, just like the mountains! I've got a big bed with two big yellow pillows, a wardrobe, a desk and a computer. I've also got a big bathroom just for me!

I like my dream home because it's beautiful and there is a great view of the mountains. It's a fantastic home!

Grammar 4

1 2 **There are** two banks on **King** Street.
3 **There is** a library on **Queen** Street.
4 **There is** a post office on **Queen** Street.
5 **There are** two bus stops on **Park** Street.
6 **There is** a florist's on **Park** Street.

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

3 2 There are, no 5 There is, yes
3 There are, yes 6 There is, yes
4 There is, yes

4 2 Is there a van outside the house?
3 There aren't two hats in the wardrobe.
4 There isn't a box in the bedroom.
5 Are there apples in the fridge?
6 There is an insect in the sink.

5 2 there is 4 Are there 6 There are
3 There is 5 there are

6 **Sam:** It's Julie's birthday this Friday. I want to get her a present.
Vicky: Let me think. How about some flowers?
Sam: I don't know. She wouldn't like them.
Vicky: What about a CD? I know she likes music.
Sam: Good idea. We can listen to it at her party. One more question. Can your dad drive us to her house?
Vicky: No problem.
Sam: Cheers!

7 2 he 4 them 6 her 8 us
3 They 5 He 7 We

8 2 you 4 she 6 her 8 them
3 us 5 we 7 They

9 2 next to 4 behind 6 in
3 On 5 in front of 7 under

10 2 in front of 4 on 6 next to
3 on 5 between

11 2 Do 4 Be 6 Tidy
3 Don't play 5 Don't feed

12 2 Let's go 4 Let's take
3 Let's ask 5 Let's watch

Modular Revision 4

1 1 B 2 A 3 A 4 B 5 A

2 1 butcher's 3 library 5 post office
2 chemist's 4 greengrocer's

3 1 behind 3 Next to 5 in
2 In front of 4 behind

4 1 b 2 a 3 c 4 b 5 a

5 1 Yes, of course. Walk down Maple Road and turn left into Oak Street. The library is on your left.
4 Thank you.
3 Yes. It's next to the post office. You can't miss it.
2 On my left?
0 Excuse me, Could you please tell me how to get to the library?
5 You're welcome.

6 **Mrs White:** the woman with the red hat
Ken: the boy behind the tree
Jack: the boy between the van and the bike.
Helen: the girl under the umbrella in blue jeans
Dave: the boy in the van

AUDIOSCRIPT

Narrator: *Listen and look. There is one example.*
A: *Is Kate in the park today?*
B: *Yes, she is. She's in front of the tree.*
A: *Has she got fair hair?*
B: *No, she's got dark hair.*

Narrator: *Can you see the line? This is an example. Now, you listen and draw lines.*

Narrator: *1*
A: *Where's Mrs White? Can you see her?*
B: *Yes. She's next to Kate and Sara.*
A: *Has she got a red hat?*
B: *Yes, that's her.*

Narrator: *2*
A: *Where's Ken?*
B: *He's behind the tree.*
A: *Oh, yes. I can see him.*

Narrator: *3*
A: *Can you see Jack?*
B: *Is he the boy under the big box?*
A: *No. Jack is right there.*
B: *Where? Is he the boy between the van and the bike?*
A: *Yes, that's him.*

Narrator: *4*
A: *Where's Helen?*
B: *Helen? Helen is the girl under the umbrella.*
A: *Is she the one in red jeans?*
B: *No, Helen is the one in blue jeans.*

Narrator: *5*
A: *Where's Dave?*
B: *Dave? Is he the boy on the van?*
A: *No, he is the boy in the van.*
B: *OK. I see him now.*

7 1 d 2 e 3 a 4 f 5 c

8 **Suggested Answer**

My dream home is in Italy near the sea. It has got four floors and an attic! There is a big living room, a modern kitchen, five spacious bedrooms and three bathrooms. My favourite place is the pool. I love swimming!

My dream bedroom is very cool. Everything in it is purple and white! I've got a big bed with two big white pillows, a wardrobe, a desk and a laptop. I've also got a big bathroom just for me!

I like my dream home because it's beautiful and there is a great view of the sea. It's a fantastic home!

MODULE 5 – Having fun

Unit 5a

1 2 is watering, yes 5 is sleeping, yes
3 is playing, no 6 are watching, no
4 are surfing, yes

2 2 a DVD 5 chess 8 the phone
3 the Net 6 a castle
4 a plant 7 a ride

3 2 through 4 on 6 on
3 for 5 on

4 2 b 3 b 4 a 5 b 6 a

Unit 5b

1 2 band 4 floats 6 food stalls
3 flags 5 costumes

2 2 **present** 7 **meal**
3 **fireworks** 8 **band**
4 **barbecue** 9 **celebrating**
5 **decorate** 10 **envelope**
6 **parade**

3 2 7 4 parades 6 5
3 Park 5 pizza

AUDIOSCRIPT

Don't miss the Strawberry Festival from the 24th of May to the 25th. That's right. The festival begins on the 24th of May. The celebration lasts all day, from 10 o'clock in the morning till 7 o'clock in the evening. Ten to seven, everybody! And please remember that this year the festival is in Strawberry Park. Strawberry Park, OK?
There are many activities for the whole family! There are pie eating contests, parades and lots of music. Of course, you can shop at the festival and buy lots of food, too! You can buy strawberry ice cream, strawberry biscuits and even strawberry pizza! Yes, that's right, strawberry pizza! Yummy! Tickets are 12 dollars for adults and 5 dollars for children. Buy your tickets now and have a ...

Unit 5c

1 2 athletics 5 ice skating
3 golf 6 table tennis
4 volleyball

2 **a)** 2 c 3 e 4 b 5 d 6 a

b) **Suggested Answers**

1 What time is the volleyball match?
2 Let's go and watch the street parade.
3 You can buy this cap at half price.

3 2 What time are you going?
3 That's fine.
4 How about going
5 I'm afraid I can't.
6 That's a shame!

Unit 5d – Writing

1 2 so 4 and 6 but
3 or 5 so

2 Ss tick the following: b, d, h

3 a 2 b 3 c 1

4 a let me know if you can't
b How are things?
c if you like
d Are you doing anything
e Do you fancy coming?

5 **a) Suggested Answer**

Name: football match – Liverpool vs Chelsea
Date: Saturday, 2nd November
Place: Anfield, Liverpool
Time: 3:00
Cost: £10
Other useful information: Mum can drive us or we can take the train. I'm taking my camera.

b) Suggested Answer

Hi Andy,

How are things? I'm going to a football match on Saturday. Are you doing anything then? Do you fancy coming?
The football match is at Anfield. Liverpool is playing against Chelsea! After the match, we can go and ask for autographs! My mum isn't working on Saturday, so she can drive us there or we can take the train, if you like. It starts at 3 o'clock and the tickets cost £10. We are leaving at about half past one. I'm taking my camera with me because I want to take some pictures of my favourite football players, so bring your camera, too!

I hope you can come, but let me know if you can't.
Take care.
Mark

Grammar 5

1

+ -ing	~~e~~ + -ing	double consonant + -ing
reading singing listening working	riding dancing coming writing miming	getting swimming running sitting hopping

2 2 is helping 4 is making 6 is showing
3 is standing 5 is asking

3 2 (They/sail) ✓
(They/swim) ✗
They are sailing.
They aren't swimming.

3 (She/ride a bike) ✗
(She/wear a dress) ✓
She isn't riding a bike.
She's wearing a dress.

4 (The sun/shine) ✗
(I/snowboard) ✓
The sun isn't shining.
I'm snowboarding.

4 **a)** 2 are staying 6 aren't swimming
3 is shining 7 are getting
4 am sitting 8 is sailing
5 are drinking 9 Are you having

b) 2 Where are they staying?
They're staying in a beautiful hotel near the beach.
3 Is it raining?
No, it isn't.
4 What is Ben doing right now?
He is sitting on the beach with his mum and dad.
5 Why are they not swimming?
Because they are getting ready to go for lunch.
6 What is Steve doing today?
He's sailing around the Canary Islands.

5 2 is sleeping 6 are planting
3 Is Sam sleeping 7 am waiting
4 isn't 8 is making
5 is studying 9 is baking

6 2 Is your best friend wearing jeans today?
Yes, he is./No, he isn't.
3 Is the sun shining at the moment?
Yes, it is./No, it isn't.

4 Are you doing your homework now?
Yes, I am./No, I'm not.
5 Are your parents sleeping now?
Yes, they are./No, they aren't.
6 Is your mum listening to music at the moment?
Yes, she is./No, she isn't.

7
2 she is watching a street parade
3 she isn't going cycling
4 she is doing athletics
5 she is buying presents
6 she is having a barbecue
7 she isn't going sailing

8 **Suggested Answers**
1 I am going on holiday next week.
2 I am visiting my grandparents today.
3 I am doing my homework right now.
4 I am going to the cinema tomorrow.
5 I am sitting at my desk at present.

9
2 gets up, is getting up
3 go, are going
4 have, are having

10
2 are you doing, am playing
3 surf, watch
4 are you decorating, are having

11 2 B 3 B 4 B 5 B 6 C

12
2 plays
3 at the moment
4 studying
5 doesn't
6 are watching

Modular Revision 5

1
1 golf
2 badminton
3 ice skating
4 cycling
5 athletics
6 hockey
7 table tennis
8 sailing
9 climbing

2
1 fireworks
2 barbecue
3 parade
4 decorate
5 meal
6 chess
7 magazine
8 DVD
9 phone
10 Net
11 flowers

3
1 Are they having
2 are you doing
3 isn't taking
4 is she running
5 are listening

4
1 isn't watching
2 Are you coming
3 does he go
4 go
5 is visiting

5
1 love
2 going
3 can't
4 mind
5 do

6 1 B 2 A 3 C 4 B 5 A

AUDIOSCRIPT

Narrator: *Listen and tick the correct answer. Here is an example.*
What is Billy doing at the moment?
Greg: *Hi, Billy! What are you doing? Watching a DVD?*
Billy: *No, I'm surfing the Net. Do you fancy playing chess when I finish?*
Greg: *Sure!*
Narrator: *The answer is surfing the Net, so there's a tick in box A. Now we are ready to start.*

Narrator: ***ONE: What is Danny doing next Sunday?***
Girl: *What are you doing next Sunday, Danny? Are you going to the football match with Tom?*
Boy: *No, we're going to the football match next Saturday. I'm going to the music festival next Sunday.*
Girl: *Isn't that on Friday?*
Boy: *No. The badminton match is on Friday. We're going to the music festival next Sunday.*

Narrator: ***TWO: Which is Becky's favourite activity?***
Boy: *Becky, do you like playing chess or surfing the Net?*
Girl: *I like them both. But they're not my favourite activity.*
Boy: *Which is your favourite activity then?*
Girl: *Reading magazines!*

Narrator: ***THREE: What does Sally do every day after school?***
Boy: *Why don't we go cycling or play golf after school?*
Girl: *I'm sorry, I can't. I always play volleyball with my school team after school.*
Boy: *That's a shame!*
Girl: *Never mind! We can do it another time!*

Narrator: ***FOUR: What time is the hockey match?***
Boy: *Hurry up, Julie. It's four o'clock. I don't want to be late.*
Girl: *Relax. The match is at five.*
Boy: *No, it isn't. It's at half past four.*
Girl: *Really? Let's go then!*

Narrator: ***FIVE: How much is the ticket for the match?***
Girl: *How much is the ticket for the match, Harry?*
Boy: *Four pounds.*
Girl: *I've only got three pounds. Can I have one pound, please?*
Boy: *Sure. Here you are.*

7 1 Are you doing 4 or
2 for 5 cost
3 isn't working

8 **Suggested Answer**

Hi Ruby,

How are things? I'm going to a volleyball match on Friday. Are you doing anything then? Do you want to come?

The volleyball match is at the Sports Arena. We are playing against Henderson School. After the match, we can go for a pizza! My mum isn't working on Friday, so she can drive us there or we can take the bus, if you like. It starts at 6 o'clock and the tickets cost £5. We are leaving at about five. I'm taking my camera with me because I want to take some pictures, so bring your camera, too!

I hope you can come, but let me know if you can't.
Love,
Jodie

MODULE 6 – Food matters!

Unit 6a

1 2 yogurt, cheese, butter
3 peas
4 tomato
5 flour
6 carrots
7 rice
8 oranges, cherries

2 2 winner 4 lift 6 soufflé
3 presenter 5 oven

3 2 steak, rice
3 chicken, peas
4 cherries, oranges, apples
5 egg
6 carrots, potatoes

4 2 b 3 a 4 b

Unit 6b

1

Vegetables	Fruit	Meat	Dairy products	Sweet things
potato peas carrot onion	apple tomato orange cherry banana	chicken steak	yogurt cheese	jam chocolate cake honey

2 5 6 9
10 8 2 4
7 3 1

2 bar of chocolate 7 box of chocolates
3 slice of pizza 8 cup of tea
4 bottle of milk 9 can of soup
5 jar of coffee 10 carton of juice
6 packet of rice

3 2 collection 4 choice
3 inform 5 organise

4 2 banks 7 in
3 make 8 items
4 soup 9 information
5 way 10 food
6 shelters

Unit 6c

1 **a)** 2 chips 6 salad
3 sandwich 7 water
4 spaghetti 8 hot dogs
5 ice cream 9 cola

b) **Suggested Answer**

I usually have a pizza and a bottle of cola.

2 2 tomatoes 5 chicken 8 hot dog
3 cheese 6 flour
4 salad 7 burger

3 2 I'd like a burger, please.
3 Anything else?
1 Hello! What can I do for you?
8 Here you are.
7 That's £4.20, please.
5 A large bottle or a small one?
9 Thanks. Enjoy your meal!
6 A small one, please.
4 Yes. A bottle of water, please.

4 2 about 4 near 6 of
3 on 5 about

5 2 2 3 3.50 4 1.50 5 80 6 95

AUDIOSCRIPT

Woman: *Burger World. How can I help you?*
Tania: *Yes, hello. We'd like to order.*
Woman: *Certainly, Miss. What would you like to have?*
Tania: *How much is the chicken with potatoes?*
Woman: *The chicken with potatoes is four pounds twenty.*
Tania: *Four pounds twenty? Hmm. How about the rice with peas?*

Woman: *Well, the rice with peas costs two pounds.*
Tania: *Two pounds ... . OK. How about the spaghetti bolognese?*
Woman: *It's three pounds fifty, Miss.*
Tania: *Three pounds fifty? OK. Can I have the spaghetti bolognese, please?*
Woman: *Of course. Would you like a salad? Our Caesar salad only costs one pound fifty.*
Tania: *One pound fifty ... Hmm... No, but I'd like an ice cream, please.*
Woman: *You can have any flavour of ice cream for 80 pence only.*
Tania: *Eighty pence? Great! Can I have a chocolate ice cream then?*
Woman: *Of course. Anything to drink? You can have a small bottle of cola for 95p.*
Tania: *Ninety-five? OK.*
Woman: *So, what's your address?*

Unit 6d

1
2 baked potatoes
3 pancakes
4 butter
5 chicken
6 mashed potatoes

2
2 Jess eats potatoes **nearly every day**.
3 Her favourite dish is **mashed potatoes and chicken**.
4 Her mum's chips are **home-made/fabulous**.
5 She eats baked potatoes in **winter**.

3
2 I **eat** yogurt nearly every day.
3 I love my **mum's** home-made yogurt.
4 **We** usually eat it with some honey.
5 I also like yogurt with cherries**,** apples or some jam in it.
6 Do you like yogurt**?**

4 **Suggested Answers**

2 chicken burger
6 chicken soup
3 chicken sandwich
4 chicken salad
5 chicken with peas
1 chicken with chips
7 chicken with rice
8 chicken pie

5 **Suggested Answer**

I think my favourite food is chicken. I'm not joking! I eat chicken nearly every day. My favourite dish is chicken with chips, but I like all kinds of chicken dishes. My mum makes the most delicious chicken soup and her home-made chicken burgers are amazing! I eat chicken sandwiches too. Yum!

Jolanta, 11

Grammar 6

1

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

2
2 any
3 an
4 a
5 a
6 any

3 **a)**
2 some
3 a
4 an
5 some
6 some
7 a

b) **Suggested Answer**

I usually have some milk and a banana.

4
3 There's some cake.
4 There are some sandwiches.
5 There isn't any salad.
6 There aren't any crisps.
7 There are some chocolates.
8 There are some hot dogs.

5

2	an	False	6	any	False
3	a	True	7	a	True
4	any	True	8	some	True
5	some	False			

6 **a)**
1 an, some
2 some, some
3 an, a, some, some
4 some, some
5 some, some, some, some

b) b 4 c 2 d 5 e 3

7
1 a
2 any, some, any, some, an
3 any, any, some, an, an
4 any, some, some, a

8

2	many	5	much	8	much
3	many	6	a lot of	9	lots of
4	much	7	many	10	a lot of

9
1 many
2 How much, much
3 How much, much
4 How many, lot

10
1 a lot
2 much, much
3 a lot of
4 many, many
5 a lot of

11 1 F 2 C 3 E 4 A 5 D 6 B

12
2 mustn't
3 mustn't
4 must
5 mustn't
6 must

13
2 Dad, can I order a pizza?
3 Can I use your dictionary?
4 Sir/Miss, can I open the window?
5 John, can I come to your party?
6 John, can I wear your T-shirt?

14 2 A 4 C 6 A 8 C 10 A
3 A 5 B 7 B 9 C

Modular Revision 6

1 1 chips 3 peas 5 rice
2 cola 4 chicken

2 1 bars 3 carton 5 packet
2 slice 4 loaves

3 1 A 3 C 5 B 7 A 9 A
2 B 4 A 6 B 8 C 10 B

4 1 mustn't 3 can 5 Can
2 must 4 must

5 1 b 2 a 3 b 4 a 5 a

6 1 C 2 A 3 B

AUDIOSCRIPT

Narrator: *Listen to Helen talking to a friend about her mum's birthday cake. Listen and tick A, B or C. There is an example.*

Tony: *So, Helen, what kind of cake are you making for your mum's birthday? A banana cake?*

Helen: *Well, she loves bananas, but this year I want to make something different.*

Tony: *What about a chocolate cake?*

Helen: *No, I'm making a honey cake!*

Narrator: *The answer is a honey cake, so there's a tick in box B. Now we are ready to start.*

1 What are they buying from the supermarket?

Tony: *A honey cake? That's a great idea! Can I help you?*

Helen: *Of course.*

Tony: *OK. Let's see what we've got. There's ... a packet of butter, ... five eggs and ... some milk, but we haven't got any honey!*

Helen: *That's OK. Let's go to the supermarket and get some!*

Narrator: ***2 When are they making the cake?***

Tony: *When shall we make the cake, on Saturday?*

Helen: *No, I've got volleyball practice then. Mum's birthday's on Sunday, so how about Friday after school? Can you come over then?*

Tony: *Sure!*

Helen: *Great!*

Narrator: ***3 What doesn't Tony like?***

Helen: *Hey, all this talk about food is making me hungry! Let's go for a pizza!*

Tony: *Well, I don't really like pizza.*

Helen: *Really? Well, why don't we go to the new fast food restaurant down the street, then? Their burgers are fantastic!*

Tony: *OK! I love burgers with chips! Let's go!*

7 1 every 3 and 5 her
2 dish 4 makes

8 **Suggested Answer**

I think my favourite food is carrots. I'm not joking! I eat carrots nearly every day. My favourite dish is carrot cake, but I like all kinds of carrot dishes. My mum makes the most delicious carrot soup and her home-made carrot salad is amazing! I also love chicken with carrots and peas. Yum!

Lynn, 11

MODULE 7 – My city

Unit 7a

1 **a)** 2 a newsagent's b book shop
3 a hospital b pet shop
4 a shopping centre b police station

b) 2 a 3 b 4 b

AUDIOSCRIPT

Narrator: *1*

Boy: *Can I have a loaf of bread and three small chocolate cakes, please?*

Woman: *Certainly. White or brown bread?*

Boy: *Oh, white, please.*

Narrator: *2*

Girl: *Can I have today's newspaper, please?*

Man: *Sure. Which one?*

Girl: *The Daily Mail.*

Narrator: *3*

Man: *I need something for Colin. He's not feeling very well today.*

Woman: *Oh, dear. What's the matter with him?*

Man: *He's not eating.*

Woman: *The vet's in today. Do you want him to take a look?*

Man: *Oh, yes, please! Come on, Colin.*

Narrator: *4*

Woman: *Hello, can you help me, please? I want to report a lost handbag.*

Man: *Certainly, Miss. Where were you when you lost it?*

Woman: *I was in the shopping centre.*

Man: *OK...I need your name, address and telephone number.*

2 2 bookshop, newsagent's
3 baker's
4 pet shop
5 newsagent's
6 train station

3 2 A 3 C 4 B 5 C 6 A

4 2 d 3 e 4 c 5 a

Unit 7b

1 2 violin ✓
3 trumpet ✗
4 guitar ✗
5 accordion ✗
6 saxophone ✓

2 2 in 3 away 4 for 5 after 6 in

3 2 unusual 3 leave 4 cry 5 come back

4 2 arrived 3 pipe 4 money 5 followed 6 refused 7 music 8 hills 9 lesson 10 promise

Unit 7c

1 b concert hall
c zoo
d castle
e ice-skating rink
f marine park
g theme park
h circus
i museum
j theatre

2 2 e 3 c 4 f 5 b

3 2 B 3 A 4 A 5 C

4 2 amazing 3 ice-skating rink 4 How 5 bet 6 restaurant 7 chicken 8 Sounds 9 time

Unit 7d

1 2 e 3 d 4 c 5 b

2 **a)** see, country, Watch, professional, waiting

b) 1 In Florida.
2 MegaThrill.
3 An air show with professional pilots.
4 Brad Pitt, Natalie Portman and Robert Pattinson.

3 **Suggested Answer**

Hi Katie!

I'm writing to tell you all about Wonderland in Florida. I was there with my uncle yesterday! It's fantastic and there's so much to see and do! I really loved the rides. My favourite one was MegaThrill! We also watched a show with some professional pilots and that was amazing, too. They were really fast! Then, we watched the parade with lots of look-alike stars such as Brad Pitt, Natalie Portman and Robert Pattinson. It was a great day! I'm sending you some photos!

Talk soon.
Anna

Grammar 7

1 2 was 3 was 4 were 5 was 6 were 7 was 8 was 9 were 10 were

2 2 Wolfgang Amadeus Mozart wasn't a famous painter. He was a famous composer.
3 Leonardo da Vinci and Michelangelo weren't Spanish. They were Italian.
4 Sherlock Holmes wasn't a famous footballer. He was a famous detective.
5 Albert Einstein wasn't from Mexico. He was from Germany.
6 Zeus and Kronos weren't Greek actors. They were Greek gods.
7 Salvador Dali wasn't from Russia. He was from Spain.
8 Antonio Stradivari wasn't Spanish. He was Italian.

3 2 Was Ed at the cinema?
No, he wasn't.
3 Was Stuart at the ice-skating rink?
Yes, he was.
4 Was Dave at the library?
No, he wasn't.
5 Were Becky and Sam at the zoo?
Yes, they were.

4 2 Were there horses?
Yes, there were.
3 Was there running water in the houses?
No, there wasn't.
4 Were there rats in the streets?
Yes, there were.
5 Were there shopping centres?
No, there weren't.
6 Were there boats on the river?
Yes, there were.

5 2 There was F
3 There were F
4 There was F
5 There was T
6 There was T
7 There were T
8 There were F

6 2 wasn't 3 was 4 wasn't 5 were 6 weren't

7

/t/	/d/	/ɪd/
walked	played	wanted
watched	enjoyed	painted
checked	stayed	visited
surfed	weighed	
stopped	replied	
asked	carried	
missed		
looked		

8
2 She watched a play last Tuesday.
3 She visited a museum last Wednesday.
4 She visited a castle last Thursday.
5 She stayed at home last Friday.
6 She walked around the park last Saturday.
7 She surfed the Net last Sunday.

9
1 Anna didn't play volleyball yesterday.
She played hockey.
2 Sammy and Ella didn't visit a zoo yesterday.
They visited a castle.
3 Dad didn't wash his bike yesterday.
He washed his car.
4 Val didn't cook some potatoes yesterday.
She cooked pasta.

10
1 Did ... enjoy
2 Did ... stay
3 Did ... call

11
2 was
3 called
4 carried
5 out
6 on
7 but
8 In
9 destroyed

Modular Revision 7

1 1 e 2 d 3 b 4 c 5 f

2
1 piano
2 violin
3 drums
4 trumpet
5 guitar

3
1 were
2 Was
3 was
4 were
5 were

4
1 Did ... stay
2 played
3 died
4 didn't watch
5 Did ... order
6 didn't walk
7 Did ... call
8 studied
9 Did ... paint
10 Did ... live
11 didn't ask
12 Did ... design
13 didn't like
14 visited
15 started

5
1 marine
2 dolphins
3 Sounds
4 next
5 Anytime

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

AUDIOSCRIPT

Narrator: *Dialogue 0*
Ronnie: *Hey, Danny! Look at the tigers!*
Danny: *They're amazing. Don't feed them, Ronnie!*
Ronnie: *Why?*
Danny: *It says here 'Don't feed the animals'!*

Narrator: *Dialogue 1*
Megan: *What number are our seats?*
Jessie: *4C and 5C. We're near the front.*
Megan: *Great! I like to get a good look at the actors.*
Jessie: *Come on. Let's find our seats before the play starts.*

Narrator: *Dialogue 2*
Policeman: *Hello, madam. What's the problem?*
Jane Dean: *Oh, hello. I want to report a lost camera.*
Policeman: *Can I have your name, please?*
Jane Dean: *Yes. It's Jane Dean.*

Narrator: *Dialogue 3*
Dave: *Peter, what's the name of the band that's playing?*
Peter: *The Good Boys. They're really good.*
Dave: *The Good Boys! I know their singer. He was my uncle's classmate.*
Peter: *You're joking!*

Narrator: *Dialogue 4*
Helen: *Oh, Emma! I haven't got my skates with me!*
Emma: *Never mind, Helen. You can get a pair here.*
Helen: *But I take a really small size. Size 35.*
Emma: *Don't worry. They've got skates in all sizes.*

Narrator: *Dialogue 5*
Dad: *Sam, look at this old car!*
Sam: *Ha! It's very funny! Let's see if they have some more.*
Dad: *It's quarter to five, Sam. The museum closes in half an hour. We'd better hurry.*
Sam: *OK, Dad.*

b)
1 4C, 5C
2 camera
3 Good
4 35
5 quarter to five

7 1 A 2 B 3 C 4 B 5 A

8 **Suggested Answer**

Hi Becky!

I'm writing to tell you all about Treasure Island in Wales. I was there with my sister yesterday. It's fantastic and there's so much to see and do! I really loved the rides. My favourite one was Tsunami! We also watched a show with some professional surfers and that was amazing, too. They were really cool! Then, we watched the parade with lots of pirate characters such as Jack Sparrow, Blackbeard and

Captain Hook. It was a great day! I'm sending you some photos!

Talk soon.
Tina

MODULE 8 – Life in the past

Unit 8a

1 **a)** 2 write 5 wrestle 8 carry
3 hunt 6 throw
4 make 7 build

b) 2 carried goods by boat
3 built bridges
4 learned to wrestle
5 threw a spear
6 hunted for food
7 wrote on wooden tablets
8 made baskets

2 1 Wait a minute.
2 what do you say now?
3 Are you feeling alright?
4 Really?

3 2 chores 5 paper 8 young
3 important 6 tidy 9 poetry
4 care 7 share 10 rest

Unit 8b

1 2 John Logie Baird was an inventor. He invented the TV.
3 Christopher Columbus was an explorer. He discovered America.
4 Alfred Nobel was a scientist. He invented dynamite.
5 El Greco was a painter. He painted famous paintings.
6 Ayrton Senna was an athlete. He drove racing cars.
7 Shakespeare was a writer. He wrote *Romeo and Juliet*.
8 Yuri Gagarin was an astronaut. He was the first man in space.

2 2 According 5 unknown 8 fur
3 guide 6 disappeared
4 attack 7 footprint

3 2 argue 3 brave 4 grease 5 sky

4 2 nineteen seventy-one 5 two thousand
3 twelve sixty-five 6 eleven fifty-five
4 seventeen eighty-five

Unit 8c

1 **a)** b greedy e angry h brave
c cruel f strong
d scared g kind

b) 2 c 4 a 6 f 8 e
3 b 5 h 7 g

2 2 C 3 A 4 B

3 1 3 3 Friday 5 17
2 7 4 10

AUDIOSCRIPT

Boy: *Jenny, how about going to the cinema this week?*
Girl: *Great!*
Boy: *There's a good film on at Cine Town.*
Girl: *What is it?*
Boy: *Iron Man 3.*
Girl: *Iron Man 3? OK. Who's in it?*
Boy: *Robert Downey Junior and Gwyneth Paltrow.*
Girl: *Really? I like Gwyneth Paltrow. She's one of my favourite actresses. What are the showing times?*
Boy: *Erm, ... 5 in the afternoon, seven in the evening and nine at night.*
Girl: *Five, seven and nine. Hmm. The seven o'clock sounds good. Is the film on every day?*
Boy: *No. It's from Monday to Friday.*
Girl: *Monday to Friday? That's OK. How much are the tickets?*
Boy: *Ten pounds.*
Girl: *Ten pounds? That's expensive.*
Boy: *Well, there's a special price for two. We can get two tickets for 17 pounds.*
Girl: *Seventeen pounds, ... Hmm. OK. Let's go on Friday.*

Unit 8d

1 2 wanted 5 singer 8 career
3 songs 6 became
4 children 7 album

2 2 f 3 e 4 d 5 b 6 c

3 2 Paragraph 4 4 Paragraph 3
3 Paragraph 2

4 **Suggested Answers**

1 Katie Melua was born in Georgia on 16th September, 1984.
2 She won a talent competition on British television.
3 In November 2003.
4 I Cried for You

5 **Suggested Answer**

My favourite singer
by Vicki Richards

Katie Melua was born in Georgia on 16th September, 1984.

Her family moved to Britain in 1993. As a child, Katie took part in a talent competition on British television. She won the contest and received £350. She bought a chair for her father with it!

In November 2003, at the age of nineteen, Katie released her first album, 'Call off the Search'. It reached the top of the United Kingdom album charts and sold 1.8 million copies. A few years later, Katie released her second album 'Piece by Piece'. It was popular all over the world and sold over 3.5 million copies!

I like Katie Melua a lot. She's my favourite singer. My favourite song is 'I Cried for You'.

Grammar 8

1 2 built 4 went 6 wore
3 were 5 grew

2 **a)** 2 began 4 wrote 6 gave 8 died
3 started 5 went 7 became

b) 2 He didn't begin piano lessons at the age of five.
He began piano lessons at the age of four.
3 He didn't start composing at the age of four.
He started composing at the age of five.
4 He didn't go around Europe with his mother.
He went around Europe with his father.
5 He didn't die on 10 December, 1791.
He died on 5 December, 1791.

3 2 George didn't buy a new bike.
3 George didn't go shopping with his dad.
4 George ate at *Burger World*.
5 George didn't do his homework.
6 George met his friends.

4 **a)** 2 breakfast 5 juice 8 tired
3 arrived 6 library
4 ate 7 went

b) 1 … got up at half past seven.
2 Why did he take the bus?
Because his mum wasn't home.
3 Why wasn't his teacher very happy?
Because he was very late.
4 What did he eat at lunchtime?
He ate a sandwich and drank some juice.
5 When did school finish?
School finished at three.

5 1 went, did you see, was, enjoyed
2 Did Hiram Bingham discover, did, wrote
3 Did you get, did, gave
4 Did you eat, didn't, made, saw, Did you go, stayed, did
5 Did you go, did, Did you wear, wore

6 2 had 4 didn't have 6 had
3 had 5 had

7 1 didn't, had 3 Did … have, did
2 Did … have, didn't, had 4 Did … have, didn't, had
5 Did … have, didn't, had

8 2 Did she have a trumpet?
No, she didn't.
3 Did she have sunglasses?
Yes, she did.
4 Did she have a goldfish?
No, she didn't.
5 Did she have a doll's house?
Yes, she did.
6 Did she have a computer?
No, she didn't.

9 1 Judy could run, but she couldn't speak English.
2 Tony could play football, but he couldn't ride a bike.
3 Sally could sing, but she couldn't cook.
4 Tom could jump, but he couldn't ride a horse.

10 **Suggested Answers**
1 No, I couldn't. 5 No, I couldn't.
2 No, I couldn't. 6 No, I couldn't.
3 Yes, I could. 7 No, I couldn't.
4 No, I couldn't.

11 2 A 3 B 4 A 5 B 6 C

Modular Revision 8

1 1 net 3 spear 5 fields 7 bridges
2 hunt 4 goods 6 wooden 8 poetry

2 1 scared 3 worried 5 strong
2 athlete 4 writer

3 1 did 4 got 7 had 10 could
2 made 5 forgot 8 ran
3 ate 6 came 9 caught

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

5 1 What did you watch 4 really enjoyed
2 What was it about 5 over
3 interesting

6 1 False 3 False 5 True
2 True 4 True

AUDIOSCRIPT

So what did the Romans do in their free time? Well, first of all, the Romans had different free time activities. One popular activity was playing different kinds of board games. Yes, that's right. Romans played board games. Hunting was also very popular with the Romans. They hunted not only for food, they also hunted for fun! Another popular activity was going to the baths. The Romans spent a lot of time at the baths. They loved the baths and they didn't use them just to get clean! People went there to keep fit, relax and meet with their friends. Everyone could go to the baths. They were open to everyone! Today, you can see Roman baths right here in Britain, in the city of Bath, of course!

7 1 B 2 C 3 A 4 C 5 A

8 **Suggested Answer**

Cameron Diaz was born on 30th August, 1972, in San Diego, California, USA.

As a teenager, Cameron began modelling at the age of 16. She travelled around the world!

In 1994, she appeared in 'The Mask' and then went on to star in several other Hollywood films. Her latest film is called 'The Counselor' with Michael Fassbender and Brad Pitt.

I like Cameron Diaz a lot. She's my favourite actress!

FURTHER VOCABULARY PRACTICE

MODULE 1

1
2 pen pal
3 homework
4 actor
5 lucky number
6 capital
7 game
8 playground

2
2 Geography
3 Maths
4 History
5 Science

3
2 Maths
3 PE
4 Science
5 Art
6 IT

4
2 noisy
3 clever
4 lazy
5 quiet
6 funny
7 polite
8 silly
9 rude
10 hard-working

H	F	P	O	L	I	T	E	G	M	H
S	E	R	I	O	U	S	Y	L	Z	A
P	N	P	P	P	F	F	S	A	Z	O
Q	O	J	C	O	P	D	I	Z	F	D
U	I	A	L	U	S	O	L	Y	U	T
I	S	G	E	I	E	R	L	Z	N	R
E	Y	L	V	T	L	U	Y	M	N	R
T	A	L	E	T	I	D	O	E	Y	E
C	M	R	R	D	O	E	R	E	X	I
F	P	Q	W	Q	U	O	W	Z	P	P
H	A	R	D	W	O	R	K	I	N	G

5 2 polite 3 noisy 4 lazy

6

-an	-ese	-ish
…	Portuguese	British
Mexican	Chinese	Turkish
Russian		Polish
American		Spanish

7
2 Greece
3 Portugal
4 American
5 Russia
6 Portuguese

8
2 E British
3 H Spain
4 F Chinese
5 G USA
6 B Argentinian
7 C Australian
8 D Mexico

9
2 c 4 a 6 c 8 b
3 b 5 b 7 b

MODULE 2

1
2 computer program
3 Sadly
4 incredible
5 elbows
6 knees
7 at all
8 at times

2

HEAD	ARM	LEG
hair	hand	foot
eye		
moustache		
mouth		
beard		
ear		

3 2 d 3 b 4 e 5 c

4 2 big 3 fair 4 blue 5 long

5 2 b 3 a 4 a 5 b 6 b

6
2 watch
3 trainers
4 handbag
5 glasses
6 digital camera

7 2 ride 4 run 6 paint
3 drive 5 play

8 2 B 3 C 4 B 5 C

ACROSS CULTURES/CLIL TIME

1 2 hungry 4 canary 6 Arctic
3 White House 5 noon

2 2 uniform 5 icy 8 lunch
3 primary 6 canary
4 warm 7 president

3 2 e American presidents
3 a eat lunch
4 c summer holiday
5 b warm clothes

4 2 Ireland 3 salt 4 American

MODULE 3

1 2 B 4 A 6 C 8 B 10 C
3 A 5 C 7 B 9 A

2 2 Jane 5 Paul 8 Pam
3 Tim 6 Barb 9 Kevin
4 Helen 7 Kelly 10 Richard

3 2 aunt 4 mother 6 husband
3 daughter 5 sister 7 nephew

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

6 1 vet 3 car, racing driver
2 plane, pilot 4 football, footballer

7 2 pilot 7 footballer
3 chef 8 hairdresser
4 nurse 9 mechanic
5 teacher 10 police officer
6 racing driver

8 2 cook meals 8 protect people
3 nurse 9 teacher
4 look after sick people 10 teach children
5 mechanic 11 hairdresser
6 fix cars 12 do people's hair
7 police officer

9 2 Don't worry 5 in the evening
3 They're in the tree 6 think of
4 Sorry, no

MODULE 4

1 2 bathroom 5 zebra crossing 8 upside
3 floor 6 corner
4 ceiling 7 wall

2 2 kitchen 5 bathrooms 8 garden
3 hall 6 attic
4 bedrooms 7 garage

3 2 bedside table 6 washbasin
3 fridge 7 sofa
4 cupboards 8 coffee table
5 mirror

4 **bedroom:** bedside table, wardrobe, pillow
kitchen: cooker, sink
bathroom: washbasin, toilet
living room: coffee table, sofa

5 2 b 3 b 4 a 5 b

6 2 florist's 6 department store
3 sports centre 7 chemist's
4 butcher's 8 bus stop
5 greengrocer's

7 2 b 3 c 4 c 5 b 6 a

ACROSS CULTURES/GO GREEN

1 2 novel 4 statue 6 environment
3 forester 5 copy

2 2 scientist 5 farmer 8 forester
3 building 6 health
4 writing 7 friendly

3 2 probably 5 solve 8 fight
3 sell 6 cut down
4 local markets 7 design

4 2 local 4 fight 6 market
3 forest 5 writing

MODULE 5

1 2 airport 5 picnic 8 giant
3 area 6 brick
4 dinosaur 7 view

2 2 She's watering the plants.
3 They're surfing the Net.
4 She's talking on the phone.
5 She's planting flowers.
6 She's sleeping.

3 2 getting 4 decorating 6 giving
3 watching 5 wearing

4 **Across**
4 sleep 5 plant
Down
1 celebrate 3 relax 4 set off

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

6

play	do	go
badminton hockey table tennis golf	athletics	climbing sailing ice-skating cycling

7 2 pie 5 money 8 band
3 food stall 6 airport
4 envelope 7 float

8 **A** 2 To Euro Disney!
1 Where are we going?
3 Are you serious? Cheers!
B 6 I can't. I've got football practice.
5 How about going to *Burger World* after the pool?
2 What time?
1 Do you fancy coming to the pool tomorrow?
3 At one.
7 Never mind. We can do it another time.
4 That's perfect.
C 2 We're stuck!
3 Don't worry. You're safe with me!
1 What's the matter?

MODULE 6

1 2 winner 5 event 8 give
3 lift 6 make
4 community 7 password

2 1 apples, oranges, cherries, carrots
2 potatoes, rice, peas, carrots
3 yogurt, milk, coffee, cheese
4 crisps, hot dog, burger, steak

3 2 seafood dish 4 notice board 6 rules
3 bank 5 shelter

4 2 fruit 5 Eggs 8 cake
3 milk 6 bread
4 yogurt 7 vegetables

5

B	O	T	T	L	E
O	Q	A	J	A	R
X	W	N	C	A	N
C	A	R	T	O	N
U	C	I	N	G	L
P	A	C	K	E	T

2 a packet of tea
3 a carton of juice
4 a cup of coffee
5 a box of cereal
6 a bottle of oil
7 a can of soup

6 2 cereal 5 advertise
3 pasta 6 bazaar
4 supermarket 7 community

7 2 E 3 A 4 B 5 C

ACROSS CULTURES/CLIL TIME

1 2 d 3 a 4 c 5 f 6 b

2 2 herbivore 6 festival
3 bonfire 7 grass
4 puppet 8 carnivore
5 omnivore

MODULE 7

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

2 magical night 7 work of art
3 poor children 8 violin maker
4 theatre group 9 keep a promise
5 historical costume 10 learn a lesson
6 musical instrument

2 2 hospital 6 bakery
3 pet shop 7 police station
4 train station 8 shopping centre
5 newsagent's

3 2 in 4 on 6 down 8 of
3 of 5 in 7 out

4 2 accordion 4 flute 6 cello
3 saxophone 5 keyboard

5 2 e 3 a 4 b 5 f 6 d

6 2 E 3 A 4 B 5 C

7 2 circus 7 castle
3 ice-skating rink 8 concert hall
4 cinema 9 marine park
5 zoo 10 museum
6 theatre

8 2 paint 5 basketball 8 wall
3 walked 6 picture
4 watched 7 clapped

MODULE 8

1 2 baskets 5 vegetables 8 bridges
3 tablet 6 wrestle
4 hunt 7 goods

2 2 f 3 e 4 c 5 a 6 d

2 catch fish 4 share jobs 6 keep fit
3 take care of 5 make paper

3 2 Hiram Bingham 6 Pablo Picasso
3 Alexander Fleming 7 Jesse Owens
4 Neil Armstrong 8 J.R.R. Tolkien
5 Alexander Graham Bell

4 **a)** 2 d 4 c 6 e 8 f
3 a 5 h 7 g

b) 2 I **like** this band.
3 Don't **forget** to call Sharon.
4 Can you **stop** that? It's making me angry.
5 He's only ten. He's still quiet **young**.
6 Elephants are very **big** animals.
7 Magicians can make things **appear** out of nowhere.
8 They look like twins. They've got the **same** hair and face.

5 2 greedy 5 strong 8 brave
3 kind 6 cruel
4 angry 7 scared

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

7 1 B 2 C 3 D 4 A

ACROSS CULTURES/GO GREEN

1 2 player 4 electric
3 traditional 5 washing

2 2 wind 3 tasting 4 plastic 5 Russian

FURTHER GRAMMAR PRACTICE

MODULE 1

1 2 is ('s) 5 are ('re) 8 are ('re)
3 are ('re) 6 am ('m)
4 is ('s) 7 is ('s)

2 2 They are not (aren't) from the UK.
3 Is Bob nine years old?
4 They are not (aren't) in the same class.
5 I am ('m) a student.
6 Are you from Spain?
7 My book is ('s) new.
8 Mr Smith is not (isn't) our new teacher.

3 3 ✓ 5 ✗ is 7 ✗ Is
4 ✗ aren't 6 ✓ 8 ✓

4 1 am, is, Are, aren't, are
2 Are, am, is
3 Is, isn't, is
4 Are, are, is, is
5 is, is, aren't, are
6 is, is

5 2 my 4 your 6 Our 8 your
3 Her 5 Its 7 Their

6 2 they 4 it 6 it 8 they
3 he 5 she 7 it

7 2 my 4 our 6 Her 8 They 10 their
3 We 5 My 7 our 9 your

8 2 Where 4 Who 6 What
3 What 5 When

9 2 When 4 How old
3 Who 5 What
a 4 b 3 c 5 d 1 e 2

10 **A** 2 Where is it from? 3 What colour is it?
B 1 Who is he? 3 How old is he?
2 What is he?

11 2 A 4 C 6 C 8 B 10 C
3 B 5 A 7 A 9 B

MODULE 2

1 2 Have they got umbrellas?
3 He has got short, dark hair.
4 She hasn't got a schoolbag.
5 I've got a laptop.
6 We haven't got brown eyes.
7 He has got a beard and a moustache.
8 She hasn't got big ears.

2 2 A: Has your friend got red hair?
B: … has. She's got beautiful red hair.
3 A: Has your mum got long hair?
B: … hasn't. She's got short hair.
4 A: Has he got a moustache?
B: … has. He's got a beard and a moustache.
5 A: Has your mother got blue eyes?
B: … hasn't. She's got green eyes.
6 A: Have you got a red handbag?
B: … haven't. I've got a blue handbag.

3

-s	-es	-ies	-ves	Irregular
helmets toys caps	watches buses glasses boxes tomatoes	babies flies diaries	leaves wolves lives	teeth people children mice men

4
2 children
3 tomatoes
4 feet
5 potatoes
6 leaves
7 diaries
8 glasses
9 watches
10 knives

5
2 hands, feet H
3 mice F
4 lunchbox E
5 book C
6 leaves G
7 watches D
8 schoolbag B

6
2 d These
3 a This
4 b This
5 c This
6 e These

7
2 e that
3 d those
4 c that
5 f those
6 a that

8
2 That
3 These
4 Those
5 This
6 Those
7 That
8 This

9
2 can't, can
3 can't, can
4 can, can't
5 can, can't
6 can, can't

10
2 Can he ride a horse?
No, he can't.
3 Can they play basketball?
Yes, they can.
4 Can she run?
No, she can't.
5 Can they ride a bike?
Yes, they can.
6 Can she drive?
No, she can't.

11 **Suggested Answers**
2 I can play football very well.
3 I can dance, but not very well.
4 I can't sing at all.
5 I can paint, but not very well.
6 I can whistle very well.
7 I can ride a bike very well.
8 I can speak English very well.

MODULE 3

1
2 brother's, dad's
3 Who's, Steve's
4 sister's, mum's
5 Who's, Derek's
6 girls'

2
2 It's my parents' house.
3 It's Anna's CD.
4 They're the boys' bikes.
5 They're the children's toys.
6 They're Clara's books.

3

-s	-es	-ies
drinks listens	teaches goes watches	flies studies cries

4
2 works
3 watches
4 loves
5 studies
6 stays
7 washes
8 goes
9 takes
10 arrives

5
2 are
3 speaks
4 doesn't live
5 goes
6 listens
7 doesn't get up
8 watches
9 meets
10 go

6
2 Does … cost
3 Do … need
4 Do … like
5 Do … live
6 Does … go

7
1 watches
2 do you have, eat
3 Does Julie study, wants
4 does your father do, flies
5 do you go, stay
6 Do you eat, love

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

9
2 I **always** have cereal for breakfast.
3 They **never** walk to school.
4 Susan is **sometimes** angry with her little brother.
5 Dad **usually** washes his car on Sundays.
6 Do you **always** go to the gym on Friday?
7 We don't **usually** like burgers.
8 Does he **usually** watch TV in the morning?

10 **Suggested Answers**
1 I often go to the cinema on Saturdays.
2 I always go to the park on Sundays.
3 I never study at the weekends.
4 I sometimes listen to music on holidays.
5 I usually get up late on Saturday mornings.
6 I always do my homework in the afternoons.

11
2 I don't like getting up early.
3 Kate and Harry like playing computer games.
4 My brother hates eating fish, but he loves eating eggs.

5 Annie doesn't like going to the gym.
6 Steven likes cooking, but he doesn't like washing the dishes.
7 Phil loves listening to pop music.
8 Laura likes wearing jeans, but she doesn't like wearing trainers.

12

2	B	5	B	8	C	11	B
3	A	6	A	9	C	12	C
4	C	7	C	10	A		

MODULE 4

1

2	There are	5	There is	8	There are
3	There is	6	There is	9	There are
4	There are	7	There is	10	There is

2
2 Is there a florist's?
No, there isn't.
3 Are there two schools?
No, there aren't.
4 Is there a chemist's?
Yes, there is.
5 Is there a post office?
Yes, there is.
6 Is there a sports centre?
No, there isn't.
7 Are there two banks?
Yes, there are.
8 Is there a department store?
Yes, there is.

3
2 In picture A, there are two cushions. In pictures B, there aren't two cushions, there are two T-shirts.
3 In picture A, there's a vase. In pictures B, there isn't a vase, there's a cap.
4 In picture A, there's a glass. In pictures B, there isn't a glass, there are two books.
5 In picture A, there's a dog. In pictures B, there isn't a dog, there's a cat.
6 In picture A, there's a mirror. In pictures B, there isn't a mirror, there's a picture.

4

2	her	5	They	8	We
3	us	6	him	9	She
4	I	7	them	10	He

5

2	I	5	He	8	her
3	It	6	him	9	She
4	I	7	She	10	I

6

2	next to	4	opposite	6	behind
3	on	5	between		

7
2 No, it isn't. It's in front of the sofa.
3 No, they aren't. They are on the sofa.
4 No, it isn't. It's under the coffee table.
5 No, it isn't. It's next to the sofa.

8

2	Turn	5	Don't listen	8	Don't walk
3	Wear	6	Don't text		
4	Cross	7	Wear		

9
2 Let's go swimming!
3 Let's take a taxi!
4 Let's have a pizza!
5 Let's visit the museum!
6 Let's watch a film!

10

2	C	4	A	6	B	8	C	10	B
3	B	5	C	7	C	9	A		

MODULE 5

1

2	are swimming	7	am writing
3	is studying	8	is talking
4	Are you taking	9	is driving
5	are dancing	10	are they cutting
6	is coming		

2
1 a
2 Is Mum cooking now? b
3 Are you going to school now? a
4 Are they playing football in the park at the moment? b

3

2	Yes, they are.	5	Yes, they are.
3	No, it isn't.	6	No, they aren't.
4	No, they aren't.		

4
2 Mike isn't travelling to Manchester on Sunday.
He's traveling to Manchester on Wednesday.
3 Mike isn't having a barbeque on Saturday.
He's having a barbeque on Friday.
4 Mike isn't playing tennis on Tuesday.
He's playing tennis on Monday.
5 Mike isn't going to the pool on Thursday.
He's going to the pool on Saturday.
6 Mike isn't meeting Ken on Monday.
He's meeting Ken on Tuesday.
7 Mike isn't washing the car on Friday.
He's washing the car on Sunday.
8 Mike isn't meeting Ken on Wednesday.
He's meeting Ken on Tuesday.

5

2	is	5	are relaxing	8	are eating
3	is shining	6	is reading	9	go
4	swim	7	is sitting	10	love

6

2	C	4	C	6	C	8	A	10	A
3	B	5	A	7	B	9	C		

MODULE 6

1

2	a	C	9	some	U
3	some	U	10	some	U
4	an	C	11	a	C
5	a	C	12	an	C
6	some	U	13	some	U
7	some	U	14	a	C
8	some	U	15	some	U

2

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

3

2	any	5	any	8	any
3	any	6	any	9	some
4	any	7	some	10	any

4

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

5

2	How much	6	How many
3	How much	7	How much
4	How much	8	How many
5	How many		

6

2	a	6	cereal	10	loaves
3	some	7	some	11	some
4	much	8	many	12	bar
5	cartons	9	a lot of		

7

2 Can she take this book home?
No, she can't.
3 Can we play in the garden?
Yes, you can.
4 Can they eat some more chocolate?
No, they can't.
5 Can he take some of your CDs?
No, he can't.
6 Can I go to the party?
Yes, you can.
7 Can she come with us?
Yes, she can.
8 Can we have pasta for lunch?
No, you can't.

8

2	must	5	mustn't	8	mustn't
3	must	6	must		
4	mustn't	7	mustn't		

9

2	B	6	B	10	B	14	B	18	A
3	B	7	B	11	A	15	B		
4	C	8	A	12	C	16	B		
5	A	9	C	13	C	17	C		

MODULE 7

1

1 wasn't, was
2 was, wasn't, was
3 Were, weren't, were
4 Were, weren't, were
5 Were, wasn't, was

2

2 No, they weren't. They were at the library.
3 No, he wasn't. He was at the restaurant.
4 No, she wasn't. She was in the gym.
5 No, they weren't. They were in the gym.
6 No, he wasn't. He was at school.

3

1	there wasn't	4	There were
2	There was, there wasn't	5	There was
3	There were, there wasn't		

4

2 There weren't many people at the cinema last night.
3 Were there any cars in the 1600s?
4 Was there a sports centre on Acorn Street ten years ago?
5 There wasn't a tree in our old garden.
6 There was an old man outside your house last Monday.

5

2	studied	9	replied
3	tried	10	stopped
4	carried	11	shopped
5	climbed	12	visited
6	played	13	waited
7	washed	14	watched
8	cried		

6

2 … phoned Laura.
3 She didn't paint her cupboard.
4 She didn't help her sister.

1 … fix his skateboard.
2 … played football.
3 He visited his cousin.
4 He didn't wash the dog.

7

2	last	5	last	8	night
3	yesterday	6	morning		
4	ago	7	hours		

8

2 Did Mum cook pasta yesterday?
No, she didn't.
3 Did Anna walk the dog yesterday afternoon?
Yes, she did.
4 Did Tina and Roy visit a castle last year?
Yes, they did.
5 Did you visit the Coliseum last summer?
Yes, I did.
6 Did Liam listen to music yesterday?
No, he didn't.

9 2 B 4 A 6 A 8 B 10 B
3 C 5 B 7 C 9 A

MODULE 8

1 **Across**
5 DRANK 10 WROTE 11 TOOK

Down
1 LEFT 4 RODE 7 KNEW 9 MET
2 SAT 6 ATE 8 BOUGHT

2 2 What did she eat for lunch?
3 What did he write in his book?
4 What did they bring from Turkey?
5 Who did she meet yesterday?
6 What did they grow in the garden?
7 What did you make in your Art class?
8 What did she cook for breakfast?

3 2 Did you see 5 Did you grow
3 Did you ride 6 Did he go
4 Did she bring

4 2 Alex didn't have a computer when he was six.
3 Alex had a bike when he was six.
4 Alex had a dog when he was six.
5 Alex had a football when he was six.
6 Alex didn't have a mobile phone when he was six.

5 2 Julie could paint.
3 Julie couldn't play basketball.
4 Julie could play the piano.
5 Julie couldn't skateboard.
6 Julie could dance.

6 was, got, couldn't, couldn't, brought

Presentation Skills

Teacher Guidelines

Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. Here are the steps you can follow:

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 into paragraphs/diagrams), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations, etc.

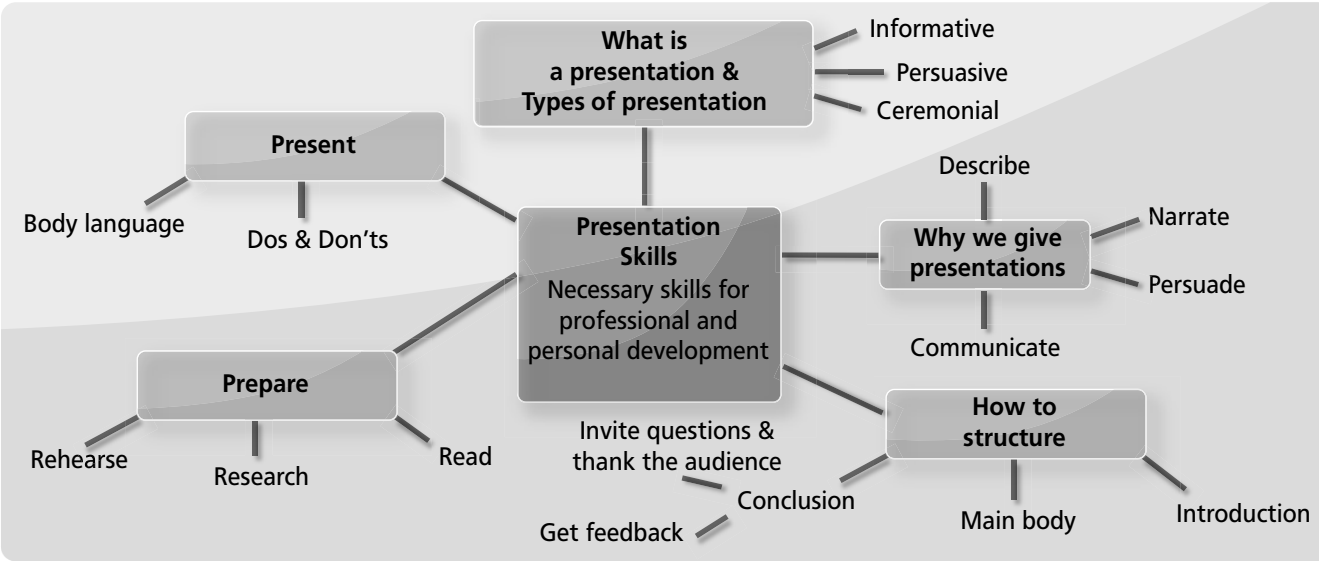
Step 6

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.

Student Guidelines (You can photocopy the following pages and give them to the Ss.)



What is a presentation?
Presentations describe, narrate, persuade or communicate ideas. Presentation skills are necessary for personal and professional development.

Types of presentations
There are different types of presentations:

- **Informative** e.g. school presentations, technology & science conferences, business seminars etc.
- **Persuasive** e.g. in sales, debates, to a group of peers, politicians' speeches etc.
- **Ceremonial** e.g. graduation, wedding toast etc.

Presentation skills are also needed in **interviews** (job & TV), **project reports** at a meeting, **social events**, **toasts** at an event with family or friends, colleagues etc.

Why we give presentations
We give presentations to:

A **describe** a product, an invention, a place, people (e.g. myself, a famous person) etc.
B **narrate** an experience, a story, a myth, a fable, an event (e.g. natural disaster) etc.
C **persuade** by presenting arguments for & against an issue, expressing our opinion on an issue, stating a problem & suggesting solutions, political discussions, campaigns etc.
D **communicate** in panels, debates, conferences etc.

How to structure a presentation
A presentation consists of a(n):

- **Introduction** in which we greet the audience, present ourselves and present the topic.
- **Main body** in which we present the main points.
- **Conclusion** in which we **summarise** the main points, **invite questions** from the audience and **thank** the audience for listening to us. We can sometimes **get feedback** from the audience.

Opening/Closing techniques
To **start** a presentation we can:

1 **address the audience** by asking a question *e.g. Who is your favourite superhero?*
2 **use a quotation** *e.g. There is a saying, "A book is a gift you can open again and again," and the same is true about stories.*
3 **ask a rhetorical question** *e.g. It's true that travelling broadens the mind, isn't it? Well, when I travelled to Kenya, I certainly learned a lot.*
4 **make a statement** *e.g. You can find out a lot about a country by learning about its national animal.*
5 **narrate a personal or general story** *e.g. The Incas lived in South America hundreds of years ago. They didn't know how to write and they didn't know about the wheel, but they had a great empire. They built some of the most amazing buildings in the world and their cities were truly beautiful.*
6 **set the scene and stimulate emotions** *e.g. Imagine you are on your way to school. It's cold and dark and there is snow on the ground. There's no one around and it's very, very quiet.*
7 **use visuals (photos, charts, films, pictures etc)** *e.g. Look at this photo of … .*
8 **use music (a song, soundtrack etc)** *e.g. Listen to this song. What comes to mind when you hear it?*
9 **use humour (a joke, a riddle etc)** *e.g. I've got colourful feathers and black eyes, I can whistle and talk and I can fly. What am I?*
10 **use a rhyme** *e.g. When I'm alone and feeling sad, my pet is the one who makes me feel glad.*

To **end** a presentation we can:

1. **address the audience by asking a question** *e.g. If you were in Valencia for the fire festival, what would you like to do?*
2. **use a quotation** *e.g. In the words of Nelson Mandela, "Learning is the most powerful thing we can use to change the world."*
3. **ask a rhetorical question** *e.g. After all, you learn something new every day, don't you?*
4. **make a statement** *e.g. Without Dian Fossey, there probably wouldn't be any mountain gorillas left in Rwanda.*
5. **narrate a personal or general story** *e.g. I remember the day I met my best friend. We liked each other right away. Now we do everything together and I can't imagine my life without him.*
6. **stimulate emotions** *e.g. Imagine how Florence Nightingale felt when she arrived in Turkey. She was alone, nervous and maybe even frightened, but she knew she wanted to help save the lives of the British soldiers. Thanks to her ideas, many of them survived.*
7. **use humour (a joke, a riddle etc)** *e.g. What is the tallest building in the world? The library, because it has got the most stories!*
8. **ask a "what if" question** *e.g. What if you could be a superhero for a day? Which one would you be?*
9. **use a rhyme** *e.g. As the song goes: Festival time is for family and friends; we dance all night – the fun never ends!*

Ways to get feedback from the audience (optional)

After you have presented your points you can check if your audience have understood your topic. There are several ways to get feedback and check understanding. These are:

1. **Pop quiz style questions in teams:** Split the audience into two teams (A and B) and ask questions about the presentation topic. *e.g. Now let's have a quiz in teams! The team that gets the most answers correct wins! Team A: Where was … born? … That's right! Team B: What is … famous for? …*
2. **Open discussion:** Invite the audience to share their own similar experiences *e.g. Now I'd like to hear about your…/Would anyone like to share his/her own similar experience?*
3. **Polling questions:** Ask the audience a question. The audience can answer by raising their hands or standing up *e.g. How many of you walk to school in the morning? Raise your hands.*
4. **Focus groups:** Divide the audience into groups of 3-4 people and give questions for them to discuss and report back to the audience *e.g. Discuss which festival you would like to go to and why.*
5. **Game:** Prepare a Y/N or T/F quiz with questions/statements based on the presentation *e.g. School starts at 9:00 am in Colombia. … .* If the answer is YES/TRUE, the participants stand up, if the answer is NO/FALSE, they remain seated.
6. **Make a list:** Summarise the most important points of your presentation. Write the initial letter of each word/phrase on a PP slide/a flipchart/the whiteboard. Ask the audience to find the correct word. *(e.g. What can we do to protect the environment? **R**ecycle/**R**euse/**S**ave water/ **P**lant trees/**R**ide a bike to school.)*

Recycle **R**euse **S**… **P**… **R**…

Prepare

Steps to follow

1. Read, Brainstorm & Prepare a spidergram.
2. Research resources from videos, texts within module, the Internet, encyclopaedias etc.
3. Prepare your presentation. Decide which points to include and how to present them.
4. Rehearse your presentation in front of a mirror or friends, videotape or record yourself.

Present

Dos & Don'ts while giving a presentation

Dos

- Be prepared & know your material.
- Make sure your equipment works (check connectivity, program versions, hyperlinks etc).
- Look confident & professional.
- Have positive energy & smile.
- Keep eye contact with your audience.
- Use positive body language (stand up straight, use gestures and facial expressions to convey meaning etc).
- Keep your presentation simple & clear.
- Keep slides short & clear.
- Use clear text & diagrams for slides.
- Attract the audience's attention with an interesting beginning (a story, a joke, a video etc).
- End your presentation by summarising the topic or by making a closing statement.

Don'ts

- Don't read directly from the screen or your notes.
- Don't stand with your back to the audience.
- Don't fold your arms.
- Don't speak in a monotonous voice.
- Don't rush.
- Don't break the flow of the presentation by using fillers while speaking (e.g. um, er, ah).
- Don't use confusing graphics (e.g. dark fonts on dark backgrounds).
- Don't carry a lot of items with you.
- Don't wear casual clothes (e.g. shorts, flip flops etc).

Body Language

Body language is very important when you give a presentation. It is part of communication and helps the speaker maintain the audience's attention and interest.

Dos ✓

Remember to be polite and smile.

Stand up straight and maintain eye contact with your audience.

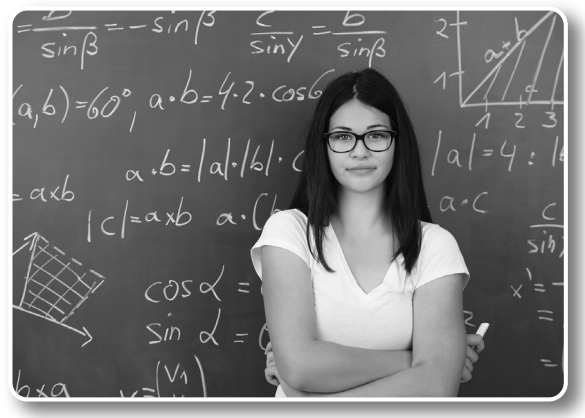
Use appropriate facial expressions and gestures to make your presentation clear.

Don'ts ✗

Don't read directly from your notes.

Don't stand with your back to the audience.

Don't fold your arms.



Using Presentation Software

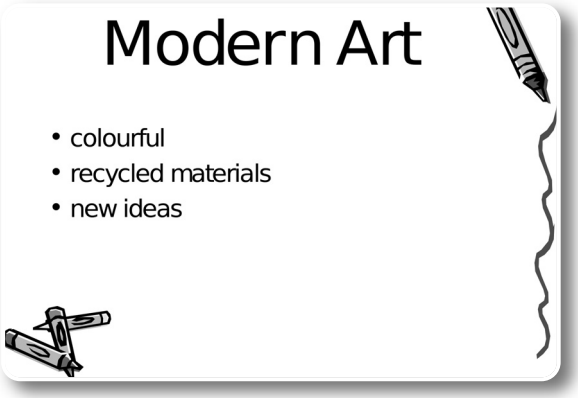
To engage your audience's attention, you can use presentation software, like PowerPoint® or Keynote®. This way you can support and highlight your points, and make your whole presentation more interesting.

1 Use a simple layout

This will help the audience to follow your presentation easily.

2 Use a title

This will let your audience know what you are speaking about.



3 Use visuals

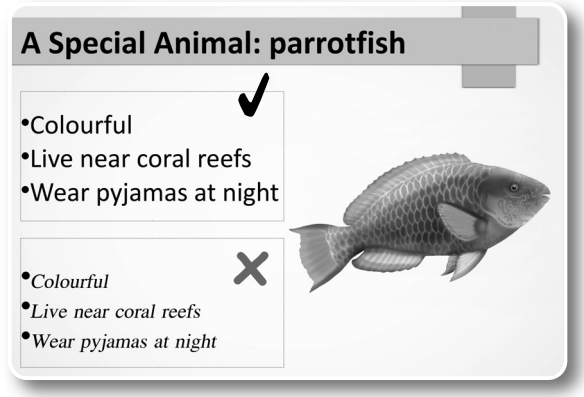
Visuals capture the attention of the audience and make your presentation more interesting.

4 Use dark fonts on light backgrounds or light fonts on dark backgrounds

This will make your presentation easier to read.

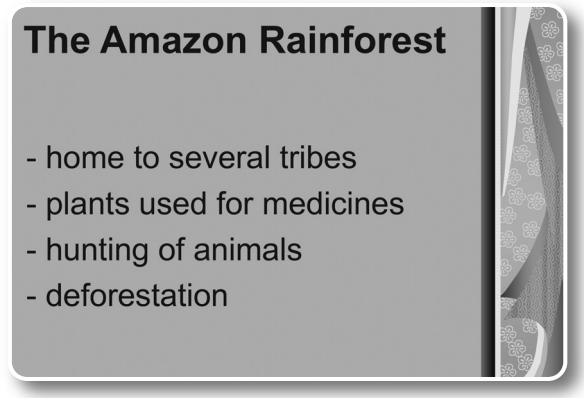
5 Use clear and easy-to-read fonts

Members of the audience will lose interest if they cannot read your slides easily.



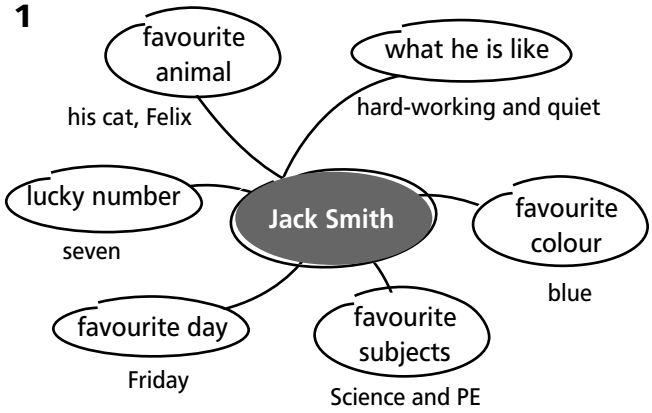
6 Use notes rather than long sentences

This will ensure that your audience can understand your points and focus on listening to the presentation rather than reading long sentences.



Presentation Skills 1

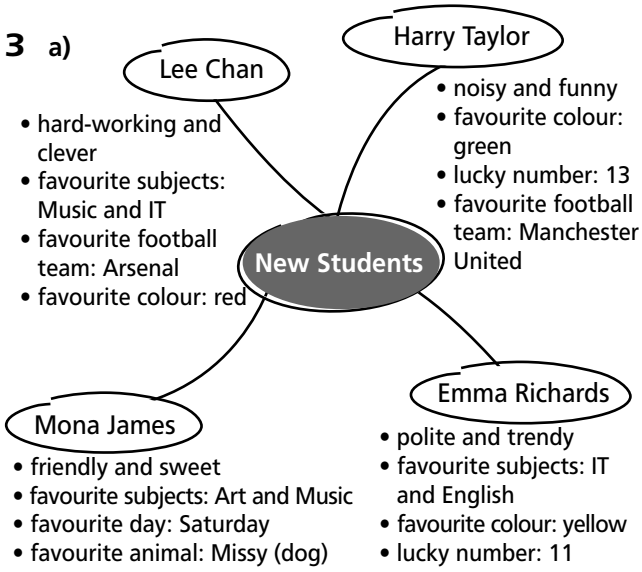
1



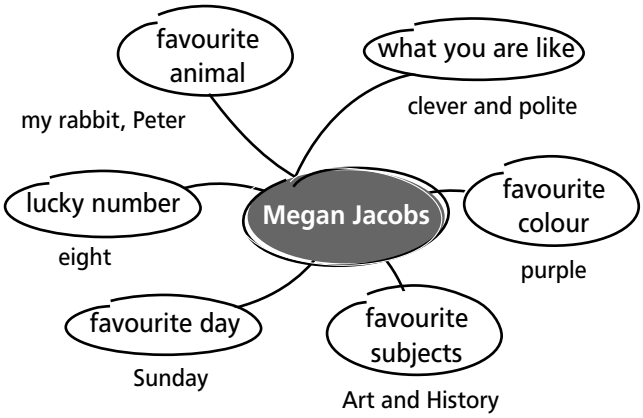
2 **a)** Opening technique: addressing the audience
Closing technique: using a quotation

b) Feedback technique: pop quiz style questions in teams

3 **a)**



b) **Suggested Answer**



4 **a)** 1 B 2 A

b) 1 B 2 A

5 1 A 2 B

6 *(Ss should find a photo of themselves.)*

7 **Suggested Answer**

Hello. My name is Megan Jacobs. There is an American saying that goes, "It's a good thing to be rich and a good thing to be strong, but it is a better thing to have many friends." School is a great place to meet new people and make new friends. Harry, Emma, Mona, Lee and I are new to this school, but we hope we can become your friends.

Harry Taylor is noisy and funny. His favourite colour is green. His lucky number is thirteen and his favourite football team is Manchester United.

Emma Richards is polite and trendy. Her favourite subjects are IT and English. Her favourite colour is yellow and her lucky number is eleven.

Mona James is friendly and sweet. Her favourite subjects are Art and Music. Her favourite day is Saturday and her favourite animal is her dog, Missy.

Lee Chan is hard-working and clever. His favourite subjects are Music and IT. His favourite football team is Arsenal and his favourite colour is red.

This is a photo of me. I am clever and polite. My favourite colour is purple. My favourite subjects are Art and History. My favourite day is Sunday and my lucky number is eight. My favourite animal is my rabbit, Peter.

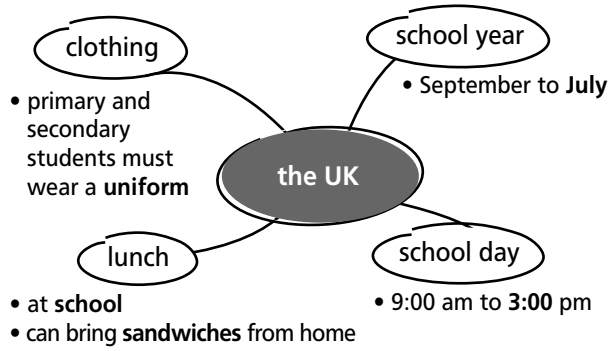
To sum up, Harry, Emma, Mona, Lee and I don't have the same favourite school subjects, colours or football teams. But we can still be great friends! After all, it's these differences that make us who we are, isn't it?

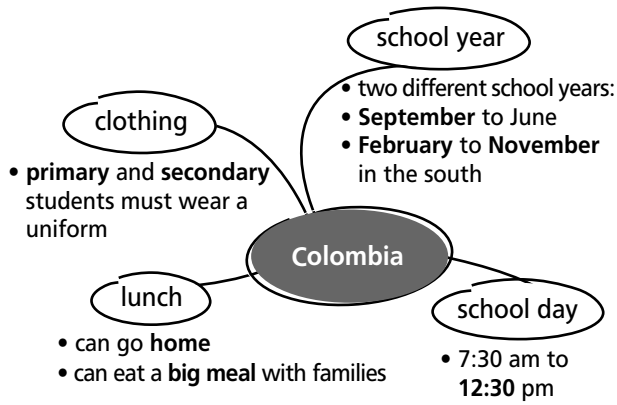
Now let's play a game. Listen to my statements. If you think a statement is true, stand up. If you think a statement is false, remain seated. Let's begin! Harry's favourite football team is Arsenal. … No, it's not. Lee's favourite team is Arsenal. Emma's favourite colour is yellow. … Yes, that's right! Mona's favourite animal is her dog. … Yes, that's correct! My lucky number is eleven. … No, it's not. It's eight. Well done!

Has anyone got any questions? … Thank you for your attention.

Presentation Skills 2

1

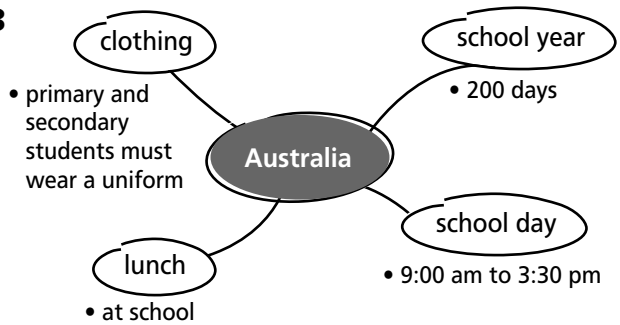


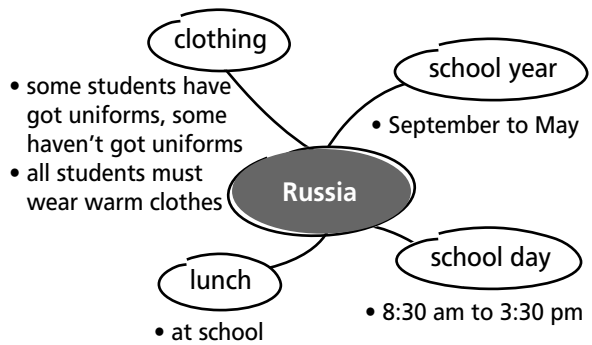


2 **a)** Opening technique: using a quotation
Closing technique: making a statement

b) Feedback technique: a true/false game

3





4 **a)** 1 B 2 A

b) 1 A 2 B

5 Feedback technique: focus groups

6 **Suggested Answer**

Hello. My name is Julian Thomas. Where do students have their summer holidays in December and January? In Australia! In Russia, school summer holidays are in June, July and August, but not everything is so different in Australian and Russian schools. In fact, many things are the same.

In Australia, there are 200 days in the school year. The school day is from 9:00 am to 3:30 pm. The students can eat lunch at school. Primary and secondary students must wear a uniform.

In Russia, the school year is from September to May. The school day is from 8:30 am to 3:30 pm. The students can eat lunch at school. Some students have got uniforms and some haven't got uniforms, but they must all wear warm clothes.

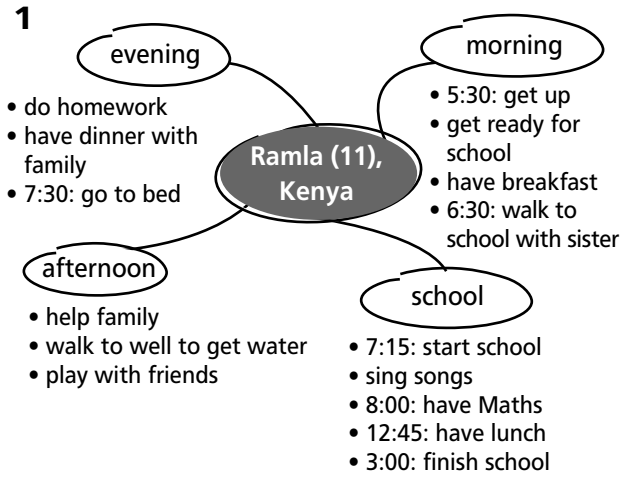
All in all, students in Australia and Russia live on opposite sides of the world, but their schools aren't very different. In Russia and Australia, the school day is almost the same. Wherever we go to school, we're lucky that we can learn. As the poem goes:
Have you got your paper, pens and glue?
We've got a lot of learning to do!
Come along because school is fun;
Learning is good for everyone!

Now it's your turn! How many of you want to wear a school uniform like students in Australia? … Not many! How many of you want to eat your lunch at school like students in Russia? … Everyone! Great!

Are there any questions? … Thank you for listening.

Presentation Skills 3

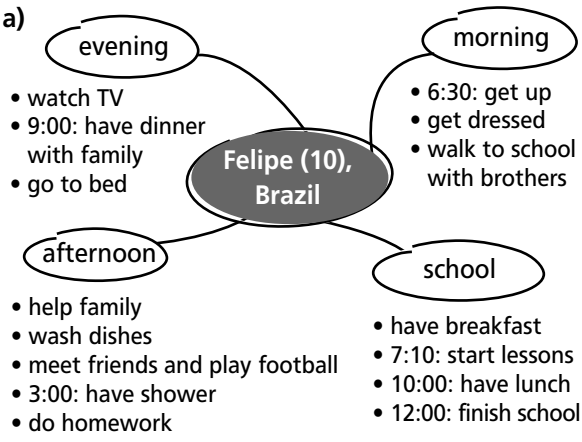
1



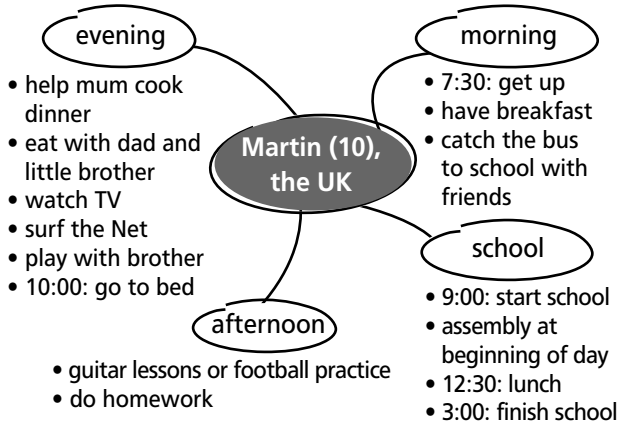
2 **a)** Opening technique: using a visual
Closing technique: using a rhyme

b) Feedback technique: make a list

3 **a)**



b) **Suggested Answer**



4 **a)** 1 B 2 A

b) 1 A 2 B

5 1 C 2 A 3 B

6 **Suggested Answer**

Good afternoon. I'm Martin Wilkinson. What is a typical day like for you? What time do you get up? Do you eat breakfast at home or at school? We live in the same town, so your typical weekday is probably a lot like mine, but for my friend Felipe things are a bit different. Felipe is 10 years old and he lives in Brazil. Now, thanks to the exchange trip, I can tell you all about his day.

In the morning, Felipe gets up at 6:30. He gets dressed and then he walks to school with his brothers. At school, Felipe has breakfast. At 7:10 his lessons start. At 10:00 he has lunch. He finishes school at 12:00. In the afternoon, Felipe helps his family and washes the dishes. Then he meets his friends and plays football. At 3:00, he has a shower and then he does his homework. In the evening, Felipe watches TV and at 9:00 he has dinner with his family. Then he goes to bed.

In the morning, I get up at 7:30 and have breakfast. Then I catch the bus to school with my friends. At school, I have an assembly at the beginning of the day. School starts at 9:00 and at 12:30 we have lunch. School finishes at 3:00. In the afternoon, I have guitar lessons or football practice and then I do my homework. In the evening, I help my mum cook dinner and then we eat with my dad and little brother. I watch TV, surf the Net or play with my brother after dinner. I go to bed at 10:00.

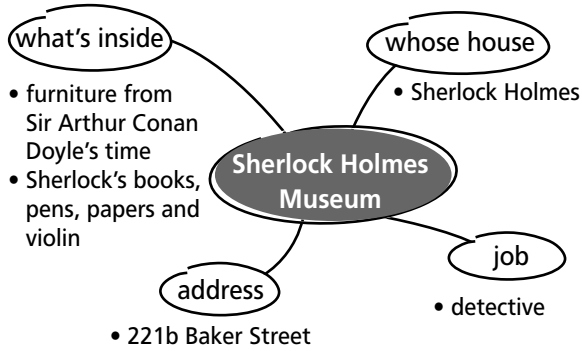
In conclusion, my day and Felipe's are very different. We both do our homework in the afternoon, but I finish school at 3:00 and Felipe finishes school at 12:00. I'm so happy because now I know what life is like for children in Brazil. After all, you can't really understand another person until you live their life, can you?

Now let's do a quiz in teams! The team that gets the most correct answers wins! Team A: Where does Felipe eat his breakfast? … At school. That's right! Team B: What time do I finish school? … At 3:00. Well done! Team A: What time does Felipe have his dinner? ... At 9:00. That's correct! Team B: Who do I eat my dinner with? ... My mum, dad and little brother. Right! It's a draw!

Are there any questions? ... Thank you for listening to my presentation.

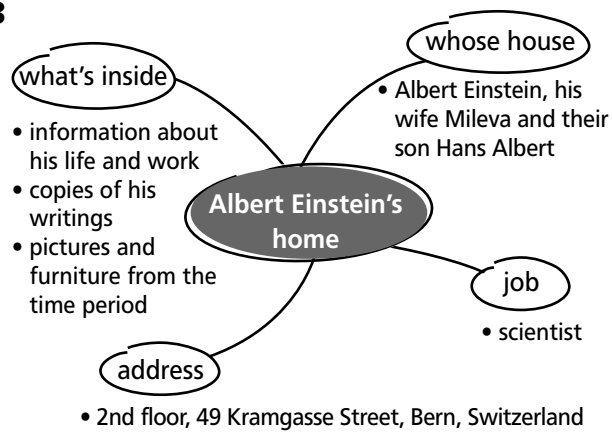
Presentation Skills 4

1



2 Opening technique: setting the scene and stimulating emotions
Closing technique: making a statement

3



4 **a)** 1 B 2 A

b) 1 C 2 A 3 B

5 *(Ss should find photos of Albert Einstein and his work.)*

6 **Suggested Answer**

Good morning, ladies and gentlemen. My name is Lauren Black and I'm your tour guide today. There are a lot of things you can learn about a person from their home. In the words of Roman writer Pliny the Elder, "Home is where the heart is." Today we can visit the home of the famous scientist Albert Einstein and learn more about him.

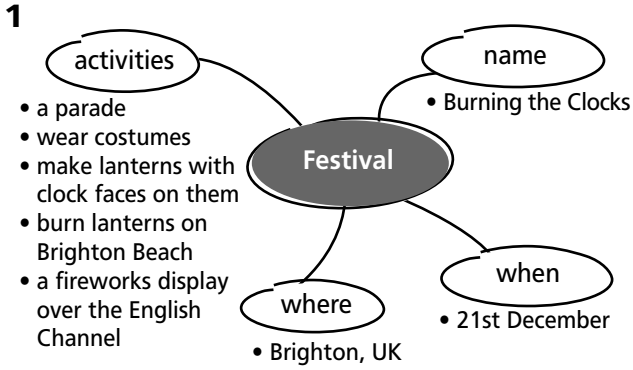
This building is the old home of Albert Einstein, his wife Mileva and their son Hans Albert. Albert Einstein is one of the most famous scientists of all time. His house is on the 2nd floor of 49 Kramgasse Street, right here in Bern, Switzerland. Inside we can see information about Einstein's life and work, copies of his writings and pictures and furniture from the time period.

Overall, Einstein's flat is a great place to visit. When you look at his home, the old furniture and the copies of his work, you begin to understand the life of the great scientist. In the end, our homes are part of who we are, aren't they?

Are there any questions before we go inside? ... OK! This way, please.

Presentation Skills 5

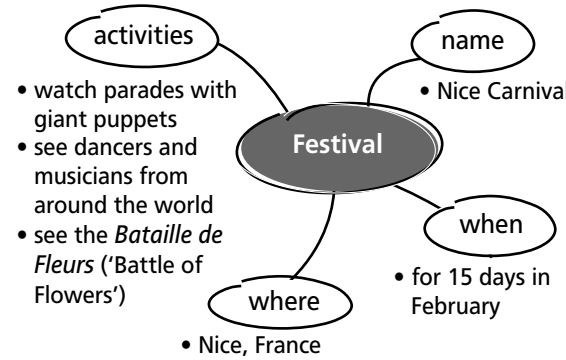
1



2 Opening technique: asking a rhetorical question
Closing technique: narrating a personal story

3 **a)**

b) **Suggested Answer**



4 **a)** 1 B 2 A

b) 1 A 2 B

5 *(Ss should find short videos of Las Fallas and/or a festival in their own country by searching on sites such as YouTube® using the keywords 'Las Fallas' etc.)*

6 **Suggested Answer**

Welcome to the programme. I'm Luc Arnaud and you're watching *Festival Time*. Imagine you are on holiday in Spain. It's a warm spring night and the streets are full of people. There are colourful lights on the buildings and music is playing. Suddenly you see a huge fire in front of you! But don't panic – it's all part of the celebrations for Las Fallas! Las Fallas is our first stop on today's show, then we're visiting a festival in my country.

Las Fallas means 'the fires'. It takes place from 13th to 19th March every year in Valencia, Spain. Before the festival, people make *niñots*, which are giant puppets. During the festival, there are parades and paella contests. On the last day, people put fireworks inside the *niñots* and set them on fire! It's bright, loud and a lot of fun! Now let's travel to France to see the Nice Carnival.

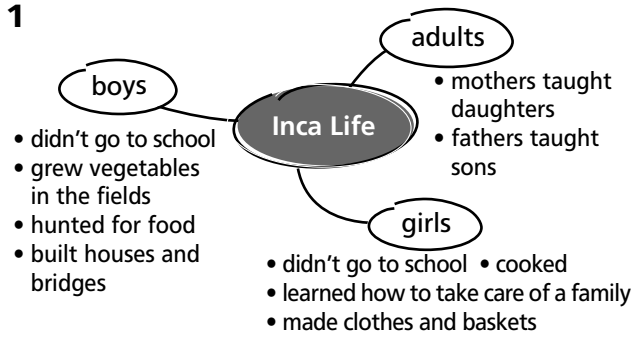
The Nice Carnival takes place in the city of Nice every February, and it lasts for 15 days. At the festival you can watch parades with giant puppets, like the *niñots* of Las Fallas, and see dancers and musicians from around the world. There is also a famous parade called the *Bataille de Fleurs*, or the 'Battle of Flowers', where people in the parade throw about 100,000 flowers into the crowd!

To sum up, Las Fallas, a fire festival in Spain, and the Nice Carnival, a festival in France, are different, but both of them bring families and friends together to celebrate and have fun. Festivals are a great way to learn about a country and the people that live there. As Andrew Zimmern says, "Be a traveller, not a tourist. Try new things, meet new people, and look beyond what's right in front of you. Those are the keys to understanding this amazing world we live in."

Thanks for tuning in. See you again at the same time next week!

Presentation Skills 6

1



2 **a)** Opening technique: setting the scene and stimulating emotions
Closing technique: asking a rhetorical question

b) Feedback technique: a polling question

3

4 **a)** 1 A 2 B

b) 1 B 2 A

5 **a)** 1 A 2 B

6 Suggested Answer

Good afternoon, everyone! My name is Patrick Jones. Look at these pictures. They show the Parthenon in Athens and the Great Pyramid at Giza. Buildings like these are all that's left of the great empires of ancient Greece and Egypt, but we know quite a lot about life in those days.

In ancient Greece, men fought in the armies and played sports. Women looked after children and taught their daughters. Girls didn't go to school. They learned how to look after their families and they cooked and cleaned. Only boys went to school. They learned reading, writing, arithmetic, music and poetry and they wrote on wooden tablets. They also did athletics where they ran, jumped, wrestled and practised throwing spears and a discus. The place they trained was called the *gymnasium*.

In ancient Egypt, adults caught fish with nets and spears in the River Nile. They also caught birds with nets. They carried goods by boat on the Nile and they made paper from papyrus. Girls didn't go to school. They learned how to take care of the animals and grow food. They also made clothes. Only rich boys went to school. They learned to read, write and do arithmetic.

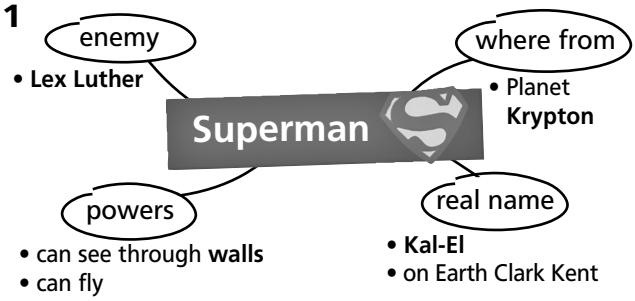
In summary, life in ancient Greece and Egypt was different from life today. Many children didn't go to school and everybody worked very hard because there were no machines to help them cook, clean and make things. Even though life was difficult for people in ancient Greece and Egypt, there is still a lot we can learn from them. Writer Richelle Mead said, "History is important because it tells us about the past. And by learning about the past, you can understand the present."

Now let's play a game to see what you can remember. Listen to my statements. If you think a statement is true, stand up. If you think a statement is false, remain seated. Let's begin! In ancient Egypt, boys and girls went to school. … No, only rich boys went to school. In ancient Greece, boys learned poetry in the *gymnasium*. … No, they did athletics in the *gymnasium*. The ancient Egyptians made paper from papyrus. … Yes, that's right! In ancient Greek schools, the boys wrote on wooden tablets. … Yes, they did! Well done!

Does anyone have any questions? … Thank you for your attention.

Presentation Skills 7

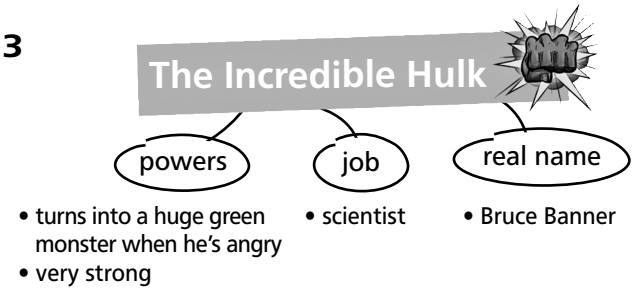
1

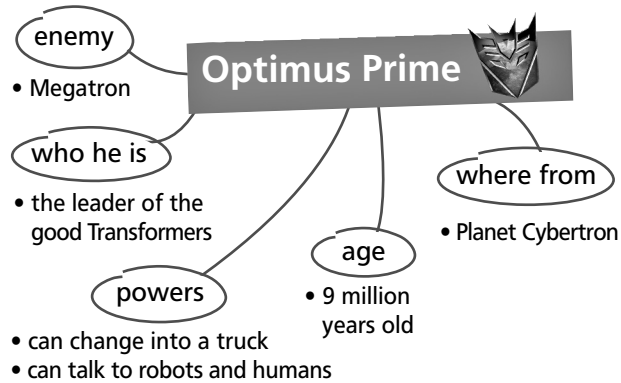


2 **a)** Opening technique: addressing the audience
Closing technique: using a quotation

b) Feedback technique: polling questions

3





4 **a)** 1 B 2 A

b) 1 A 2 B

5 1 B 2 A

6 *(Ss should find pictures of the Incredible Hulk and Optimus Prime.)*

7 **Suggested Answer**

Hello. My name is Edward Johnson. Imagine you are in danger and you need help. Suddenly, a huge robot and a green giant appear to save you. It's Optimus Prime and the Incredible Hulk!

This is the Incredible Hulk. His real name is Bruce Banner. He is a scientist. When he's angry, he turns into a huge green monster. He is very strong.

This is Optimus Prime. He is from Planet Cybertron and he is 9 million years old. He can change into a truck and he can talk to robots and humans. He is the leader of the good Transformers. His enemy is Megatron.

To sum up, we all enjoy watching the adventures of Bruce Banner when he turns into the Incredible Hulk, and Optimus Prime when he saves planet Earth. They are brave and their lives are very exciting. Now, imagine you have the powers of the Incredible Hulk or Optimus Prime for a day. What would you do? Not an easy question to answer, is it?

Now, let's play a game. Listen to my questions. If you think the answer is 'yes', stand up. If you think the answer is 'no', remain in your seat. Is Optimus Prime from Planet Cybertron? … Yes, he is! Is the Incredible Hulk 9 million years old? … No, Optimus Prime is 9 million years old. Is Bruce Banner a scientist? … Yes, that's right! … Is the Incredible Hulk's enemy Megatron? … No, he's not. Megatron is Optimus Prime's enemy. Well done!

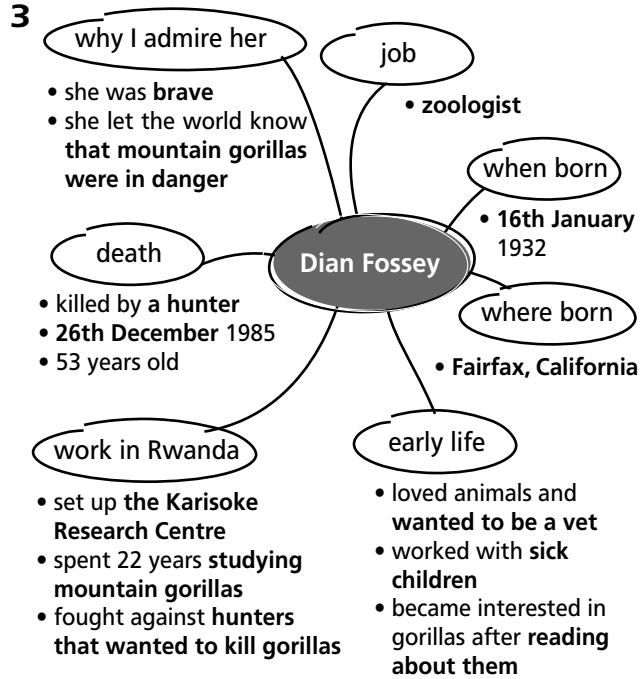
Feel free to ask me any questions. … Thank you for your time.

Presentation Skills 8

1

2 Opening technique: asking a rhetorical question
Closing technique: making a statement

3



4 **a)** 1 B 2 A

b) 1 A 2 B

5 *(Ss should find pictures of Dian Fossey and/or mountain gorillas.)*

6 **Suggested Answer**

Good morning. My name is Daniel Peterson. Imagine you're alone in the jungle. Suddenly, a huge gorilla appears. He's coming straight towards you, but you're not afraid. You know he doesn't want to hurt you. In fact, he's like part of your family. This was how Dian Fossey felt about the mountain gorillas of Rwanda.

Dian Fossey was a zoologist. She was born on 16th January 1932 in Fairfax, California. When she was young, Dian loved animals and wanted to be a vet. At first, she worked with sick children, but then she became interested in gorillas after reading about them.

Dian travelled to Africa and set up the Karisoke Research Centre in Rwanda. She spent 22 years studying mountain gorillas. She fought against the hunters that wanted to kill gorillas.

Dian Fossey was killed by a hunter on 26th December 1985. She was 53 years old. I admire Dian Fossey because she was brave. She let the world know that mountain gorillas were in danger.

To conclude, Dian Fossey spent most of her life working in Africa to save the mountain gorillas, and in the end she died doing what was right. Dian knew how dangerous it was to try and save the gorillas. As she herself said, "The man who kills the animals today is the man who kills the people who get in his way tomorrow." But this didn't stop Dian from doing the right thing. She was brave in the face of danger and that's why she's my hero.

Thank you for your attention.

Language Review 1

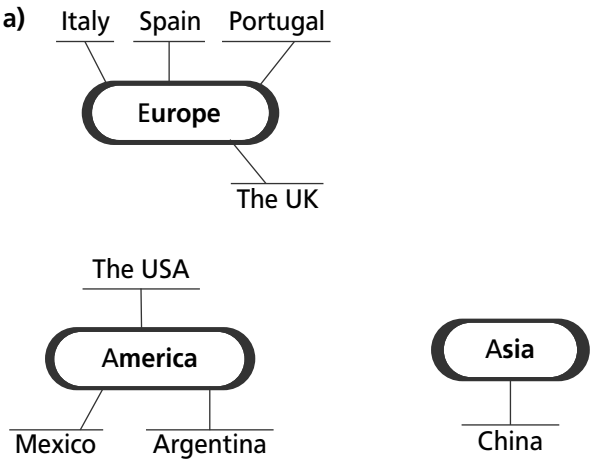
1
1 playground
2 teacher
3 subject
4 classroom
5 timetable
6 classmate

2
1 Nice to meet you
2 What's your name
3 Come with us
4 Welcome back

3
1 trendy
2 lucky
3 same
4 friendly
5 sweet

4
1 capital
2 painter
3 journey
4 palace
5 continent
6 composer

5 **a)**



b) Africa Australia Antarctica

6
1 actress
2 week
3 student
4 city
5 month
6 pen pal

7
1 about
2 of
3 to
4 from
5 in
6 at

Language Review 2

1
1 cool
2 brilliant
3 short
4 old
5 top

2
1 Check this out
2 Who's that
3 No way
4 He looks like
5 Me, too

3
1 pair
2 baby
3 kindergarten
4 time
5 diary
6 wheels

4
1 charity
2 all
3 famous
4 give
5 say

5
1 interview
2 star
3 entry
4 file
5 programme
6 comment

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

7 1 Leprechauns 5 plants
2 dark 6 ugly
3 turn 7 lake
4 mountains 8 forest

8 1 for 2 for 3 at 4 on

Language Review 3

1 1 winter 3 hot 5 tall
2 excellent 4 cute 6 hungry

2 1 a 2 b 3 b 4 a

3 1 classes 4 home 7 afternoon
2 weekdays 5 day 8 evening
3 time 6 water

4 1 learn 3 time 5 vet
2 practice 4 train

5 1 What are your plans for
2 What's up
3 I'm afraid, I can't
4 How about
5 Fab

6 1 go 3 hate 5 come
2 wish 4 works 6 check

7 1 of 3 for 5 from
2 In 4 with 6 at

Language Review 4

1 1 upstairs 3 stairs 5 roof
2 bath 4 garden 6 fridge

2 1 a 2 b 3 b 4 a

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

4 1 send 3 turn 5 miss
2 change 4 go

5 1 Where's 3 Walk down
2 next to 4 on your left

6 1 comfortable 3 beautiful
2 huge 4 fantastic

7 1 solve 3 Take 5 find
2 grow 4 fight

8 1 cycle 3 novels 5 energy
2 guest 4 right

9 1 of 3 to 5 in
2 On 4 around 6 For

Language Review 5

1 1 talking 3 flying 5 safe
2 reading 4 funny

2 1 parade 4 celebration
2 holiday 5 envelope
3 lanterns 6 centre

3 1 last 4 opening
2 setting 5 including
3 decorating 6 getting

4 1 gym 4 event
2 lessons 5 Tickets
3 champion 6 match

5 1 I'm afraid I can't
2 Why don't we
3 Would you like to come
4 I'd love to
5 Do you want

6 1 looks 4 are joining
2 get 5 don't feel
3 'm visiting

7 1 plans 4 alternative
2 tickets 5 relax
3 airport

8 1 on 3 at 5 for
2 in 4 in 6 at

Language Review 6

1 1 Wait 3 lift 5 taste
2 go 4 take

2 1 a 2 b 3 b 4 a

3 1 bank 4 shelter
2 event 5 information
3 agency 6 homeless

4 1 deliver 4 ask
2 feeds 5 makes
3 advertises

5 1 board 4 portion
2 restaurant 5 gum
3 meal 6 uniform

6 1 best 4 fresh
2 delicious 5 disgusting
3 home-made

7 1 herbivores 4 predators
2 feed 5 plant
3 keeps

8 1 grow 3 lead 5 cut
2 Pass 4 takes

9 1 of 3 on 5 of
2 out 4 of

Language Review 7

1 1 put 3 report 5 saved
2 pour 4 fall

2 1 You're joking
2 Well done
3 What's new
4 Oh, thank you
5 That was scary

3 1 named 4 promised
2 design 5 carry
3 creates 6 refused

4 1 b 2 a 3 a 4 b

5 1 gardens 4 costume
2 group 5 moonlight
3 paintings 6 rides

6 1 into 3 of 5 in
2 in 4 by 6 of

Language Review 8

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

2 1 discovered 4 composed
2 invented 5 attacked
3 solved 6 exists

3 1 How was your weekend
2 Did you do anything special
3 What was on
4 It sounds interesting

4 1 jewels 3 lab 5 fight
2 anger 4 coat

5 1 vet 3 brave 5 interested
2 soldiers 4 main

6 1 traditional 3 string 5 line
2 King 4 dryer

7 1 owe 3 run 5 exercise
2 step 4 marry

8 1 of 3 to 5 against
2 to 4 in 6 in

Module 1 Dictation

Listen and complete the school timetable.

Timetable

Monday

9:00	Maths
9:45	**1)** _____
10:30	Break
10:45	**2)** _____
11:30	Art
12:15	Lunch
1:00	**3)** _____
1:45	**4)** _____
2:30	Break
2:50	**5)** _____

Module 2 Dictation

Listen and write Nina's things.

1 _____ **3** _____ **5** _____
2 _____ **4** _____ **6** _____

Module 3 Dictation

What does Faye do on Sundays? Listen and complete.

I love Sundays! On Sundays, I get up **1)** _____, at about ten o'clock. Then, I have a **2)** _____ and eat breakfast. After breakfast I play **3)** _____ games. I usually play with my dad. Then, I have **4)** _____ . After lunch I go to the **5)** _____ with my sister. In the evening, I **6)** _____ TV with my family. I usually go to bed late on Saturdays because there's no school the next day. I love Saturdays!

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Module 4 Dictation

Listen and fill in the furniture or the parts of a room.

There is a bed with two big blue **1)** _____ on it. Next to the bed there is a **2)** _____ . On the desk, there is a computer and a **3)** _____ . Opposite the bed there is a **4)** _____ and an armchair. There is a big **5)** _____ on the wall behind the armchair.

Module 5 Dictation

Listen and complete Vicky's email to Julie.

Julie,

What's up? It's quiet here. Dad is **1)** _____ . My sister is **2)** _____ in her room. Mum is **3)** _____ out in the garden. My grandparents are playing **4)** _____ in the kitchen. Why don't you come over? We can watch a DVD. Or, if you want, we can just **5)** _____!

Vicky

Module 6 Dictation

Listen and complete the menu.

Starters:	**1)** _____ or salad
Main Meal:	**2)** _____ and potatoes, spaghetti bolognese or **3)** _____ and chips
Dessert:	Fruit with **4)** _____, chocolate cake and **5)** _____
Drinks:	**6)** _____, orange juice or water

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Module 7 Dictation

What's in Tina's town? Listen and write the places.

1 _____ **3** _____ **5** _____
2 _____ **4** _____

Module 8 Dictation

Listen and complete.

One of my biggest heroes is William Shakespeare. He wasn't an **1)** _____ or anything exciting, but he was a great **2)** _____! He wrote many amazing plays. Some of his characters are really **3)** _____, like Macbeth. In *The Merchant of Venice* we meet Shylock, a very **4)** _____ man. Also in the same play there is Portia, who has a **5)** _____ heart and is very gentle. In one of Shakespeare's most popular plays, *Romeo and Juliet*, there are two families who are very **6)** _____ at each other. Shakespeare's plays are full of drama and interest, and that's why he's my hero!

MODULE 1

1 Geography
2 PE
3 Music
4 History
5 English

AUDIOSCRIPT

A: *Hi Pam!*
B: *Hi Zara. Monday again!*
A: *I like Monday. It's my favourite day.*
B: *What lessons have you got today?*
A: *Well, at nine we've got Maths and after that it's Geography, my favourite lesson.*
B: *What have you got after the break?*
A: *PE and then Art. Then, after lunch we've got Music.*
B: *Music's my favourite lesson.*
A: *Is it? Then, after Music, we've got History.*
B: *So, what's the last lesson of the day?*
A: *English.*
B: *Oh, now I know why you like Mondays. Nice one. See you later!*
A: *See you!*

MODULE 2

1 trainers
2 skateboard
3 roller skates
4 handbag
5 helmet
6 mobile phone

AUDIOSCRIPT

A: *Wow, Nina! You've got a lot of things.*
B: *Yes, I know. Do you like my new trainers?*
A: *Yes, they're really cool.*
B: *Thanks.*
A: *And you've got a skateboard!*
B: *Yes, and look, it's pink. My roller skates are pink, too!*
A: *Is pink your favourite colour?*
B: *Yes, but I like green, too. Look, I've got a green handbag.*
A: *That's really nice. What else is green?*
B: *My helmet ... here it is!*
A: *Cool. Where's your mobile phone?*
B: *My mobile phone? Oh, dear! Where is it? Oh, here it is!*

MODULE 3

1 late
2 shower
3 computer
4 lunch
5 gym
6 watch

AUDIOSCRIPT

Girl: *I love Sundays! On Sundays, I get up late, at about ten o'clock. Then I have a shower and eat breakfast. After breakfast I play computer games. I usually play with my dad. Then, I have lunch. After lunch I go to the gym with my sister. In the evening, I watch TV with my family. I usually go to bed late on Saturdays because there's no school the next day. I love Saturdays!*

MODULE 4

1 pillows
2 desk
3 lamp
4 wardrobe
5 mirror

AUDIOSCRIPT

A: *Hi Kate. Guess what! I've got a new bedroom!*
B: *Oooh! Tell me about it.*
A: *Well, I've got a lovely new bed. And on the bed there are two big blue pillows. Then, next to my bed there's a desk.*
B: *What's on your desk?*
A: *Well, there's my computer, of course, and a lamp. Then, opposite the bed, there's a wardrobe.*
B: *Is the wardrobe new, too?*
A: *No, it's my old one. But next to it there's a new armchair, and there's a big mirror on the wall behind the armchair.*
B: *Lovely!*
A: *Come round to my house and see it for yourself!*

MODULE 5

1 sleeping
2 dancing
3 reading
4 chess
5 relax

AUDIOSCRIPT

Julie,

What's up? It's quiet here. Dad is sleeping. My sister is dancing in her room. Mum is reading out in the garden. My grandparents are playing chess in the kitchen. Why don't you come over? We can watch a DVD. Or, if you want, we can just relax!

Vicky

MODULE 6

1 soup
2 chicken
3 steak
4 yogurt
5 ice cream
6 cola

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AUDIOSCRIPT

A: *This restaurant's nice.*
B: *Yes, it is. I'm so hungry. What's on the menu?*
A: *Well, for starters there's soup or salad.*
B: *OK, salad for me, I think. And for the main meal?*
A: *For the main meal you can have chicken and potatoes, spaghetti bolognese or steak and chips.*
B: *Mmm, I'd like steak and chips. What about dessert?*
A: *There's fruit with yogurt. Yummy! And there's chocolate cake and ice cream. Oooh! I'm having ice cream!*
B: *What is there to drink? Is there any cola?*
A: *Yes. There's cola and there's orange juice or water.*
B: *Great. Let's order!*

MODULE 7

1	cinema	**3**	castle	**5**	zoo
2	theatre	**4**	ice-skating rink		

AUDIOSCRIPT

Girl: *My town is great. There is a lot to see and do there. There's a fantastic new cinema. I go to the cinema a lot. There's a theatre, too. My mum likes the theatre and sometimes I go with her. There is also a really old castle. We go there a lot for picnics. One of my favourite places is the ice-skating rink. I usually meet my friends there on Fridays. Another interesting place in my town is the zoo. There are so many animals there. I like my town a lot!*

MODULE 8

1	explorer	**3**	brave	**5**	kind
2	writer	**4**	greedy	**6**	angry

AUDIOSCRIPT

One of my biggest heroes is William Shakespeare. He wasn't an explorer or anything exciting, but he was a great writer! He wrote many amazing plays. Some of his characters are really brave, like Macbeth. In 'The Merchant of Venice' we meet Shylock, a very greedy man. Also in the same play there is Portia, who has a kind heart and is very gentle. In one of Shakespeare's most popular plays, 'Romeo and Juliet', there are two families who are very angry at each other. Shakespeare's plays are full of drama and interest, and that's why he's my hero!

Evaluation is an essential part of the learning process. It helps the learners realise 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 materials being used.

The process is basically divided into three parts: *initial* evaluation at the beginning of the course, *formative* evaluation, which is done on a daily basis, and *cumulative* evaluation upon finishing a module.

Initial Evaluation

This evaluation mainly centres on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work needed 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 students' *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. the dialogues, songs, craft activities, and so on)* and write the marks obtained with the help of the following code:

c *(competence):* the student has a full understanding of the task and responds appropriately

w *(working on):* the student has an understanding of the task but the response is not fully accurate

n *(non-competence):* the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

In order to obtain reliable information, the cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Student's Self-Assessment Forms*
  The students give their personal opinion about their own results upon completion of each *Modular Revision and Assessment* section. They file these forms in their *Language Portfolios*.
- *Progress Report Cards*
  The teacher completes them, one per student, after each test and they are given to the students to file in their *Language Portfolios*.

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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 w n

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CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.	
• talk about school subjects	
• describe yourself and your friends	
• talk about age and origin	
• ask personal questions	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write your school timetable	
• write a short description about yourself for your school Class Book	
• write an email to your pen pal about yourself	

CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.	
• describe people	
• talk about personal things	
• buy things	
• talk about ability	
• read and talk about elves, leprechauns and trolls	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a short description of what you look like at the *Who am I?* gallery	
• write about three of your fabulous firsts	
• write a blog entry about your favourite star	

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CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.	
• talk about families	
• describe daily routines	
• talk about jobs	
• make arrangements	
• role play: interviewing Maria Sharapova	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• draw your family tree	
• write your typical weekday and compare it with Ramla's or Felipe's	
• write a short article about Maria Sharapova or about another sports person you like	

CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.	
• describe houses	
• talk about location	
• ask for and give directions	
• read and talk about the dreamcatcher	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write about your dream house	
• write directions	
• write a short email about your new house/flat	

CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.	
• describe actions happening now	
• talk about celebrations	
• talk about sports	
• invite and accept/refuse invitations	
• role play: acting out a telephone conversation between two friends	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a short email	
• write a short paragraph about New Year's Eve	
• write an email to your friend telling them your plans for next weekend	

CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.	
• talk about food/quantity	
• order at a fast food restaurant	
• talk about rules & give permission	
• role play: inviting your friend to a restaurant	
• read and talk about The Horn of Plenty	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write about the food you like/don't like/never eat	
• make a poster about a food collection you are organising	
• write a short email to your friend inviting them to a new restaurant	

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CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 7

Go through Module 7 and find examples of the following. Use the code to evaluate yourself.	
• talk about where they were	
• talk about musical instruments	
• describe a past event	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write what your town/city was like 50 years ago	
• write a summary of the story of the Piped Piper of Hamelin	
• write an email to your friend about a place you visited last weekend	

CODE:	**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 8

Go through Module 8 and find examples of the following. Use the code to evaluate yourself.	
• talk about past civilisations	
• talk about famous people in the past	
• talk about the past	
• read and talk about King Arthur	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write about the Ancient Greeks and Ancient Egyptians	
• write some information about some famous people	
• write an article about Florence Nightingale or another person from history that you admire	

- **Progress Report Cards**

Progress Report Card

..... (name) can:			Module 1
	very well	OK	not very well
talk about school subjects			
describe him/herself and his/her friends			
talk about age and origin			
ask personal questions			
write his/her school timetable			
write a short description about him/herself for his/her school Class Book			
write an email to his/her pen pal about himself/herself			

Progress Report Card

..... (name) can:			Module 2
	very well	OK	not very well
describe people			
talk about personal things			
buy things			
talk about ability			
write a short description of what he/she looks like at the *Who am I?* gallery			
write about three of his/her fabulous firsts			
write a blog entry about his/her favourite star			
talk about elves, leprechauns and trolls			

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Progress Report Card

..... (name) can:			Module 3
	very well	OK	not very well
talk about families			
describe daily routines			
talk about jobs			
make arrangements			
carry out a role play			
draw his/her family tree			
write his/her typical weekday and compare it with Ramla's or Felipe's			
write a short article about Maria Sharapova or about another sports person			

Progress Report Card

..... (name) can:			Module 4
	very well	OK	not very well
describe houses			
talk about location			
ask for and give directions			
write about his/her dream house			
write directions			
write a short email about his/her new house/flat			
talk about the dreamcatcher			

Progress Report Card

..... (name) can:			Module 5
	very well	OK	not very well
describe actions happening now			
talk about celebrations			
talk about sports			
invite and accept/refuse invitations			
carry out a role play			
write a short email			
write a short paragraph about New Year's Eve			
write an email to his/her friend telling them his/her plans for next weekend			

Progress Report Card

..... (name) can:			Module 6
	very well	OK	not very well
talk about food/quantity			
order at a fast food restaurant			
talk about rules			
give permission			
carry out a role play			
write about the food he/she likes/doesn't like/never eats			
make a poster about a food collection he/she is organising			
write a short email to his/her friend inviting them to a new restaurant			
talk about The Horn of Plenty			

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Progress Report Card

..... (name) can:			Module 7
	very well	OK	not very well
talk about where he/she was			
talk about musical instruments			
describe a past event			
write what his/her town/city was like 50 years ago			
write a summary of the story of the Piped Piper of Hamelin			
write an email to his/her friend about a place he/she visited last weekend			

Progress Report Card

..... (name) can:			Module 8
	very well	OK	not very well
talk about past civilisations			
talk about famous people in the past			
talk about the past			
write about the Ancient Greeks and Ancient Egyptians			
write some information about some famous people			
write an article about Florence Nightingale or another person from history that he/she admires			
talk about King Arthur			