

# Options

## Teacher's Book 7

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# Introduction to the Teacher

- **Options 7** 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 7** encourages *active, holistic* and *humanistic* learning and helps students develop a keen interest in the English language.
- **Options 7** 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 7** 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. 158.)

**Options 7** contains the following modules and their objectives:

- Module 1:** *things in a house, household chores, free-time activities*
- Module 2:** *jobs, job qualities, transport*
- Module 3:** *wild animals, parts of animals, pets*
- Module 4:** *holiday activities, weather, seasons and months, clothes*
- Module 5:** *clothes and patterns, accessories, food items, food-related words*
- Module 6:** *sports, sports equipment, injuries*

**Module 7:** *animals, animal babies, natural features*

**Module 8:** *musical instruments, music, science*

### • 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 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. 158.)

- 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. 138-141.)

### **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. 152-155.)

#### **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. 159.)
- *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. 160-163.)
- *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. 164-167.)

## • **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 7 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 an *Entry Test*, a *Mid Test* and an *Exit Test*. The *Entry Test* can be used as a placement test for this level. 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**

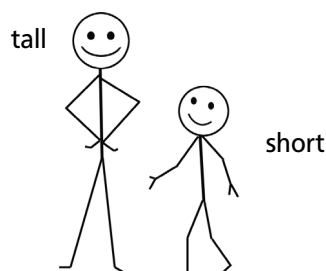
Tactile/Kinaesthetic learners learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have 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 7** 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

- **In this module students will ...**
  - revise basic vocabulary (family members, school subjects, numbers 1 – 1,000,000,000, cardinals & ordinals, countries & monuments, sports, household items, food, places)
  - revise basic structures (there is/are, subject and object pronouns, possessive adjectives and pronouns, the time, prepositions of place/movement, plurals)
  - revise basic communicative skills (greetings and introductions)

## ▶▶ Module 1

- **In this module students will ...**
  - read/do ...**
    - about the characters decorating Mona's room
    - about household chores
    - about free-time activities
    - a personality quiz
    - about video games
    - about some strange but true home inventions
  - listen to ...**
    - the characters helping Mona decorate her room
    - a cartoon about chores
    - Mike inviting a friend to a party
    - a dialogue about making invitations
    - children talking about free-time activities and chores
    - two video game reviews
    - Paul and Andy talking about a computer game
    - an episode of *Enta the Dragon*
    - a song about a hero
  - learn how to ... (COMPETENCES)**
    - talk about one's room
    - make preparations for a party
    - make invitations
    - talk about free-time activities
    - distinguish between and pronounce /ʌ/ and /ɒ/ sounds

### practise ... (DESCRIPTORS)

#### Lexical Areas

- things in a house
- household chores
- free-time activities

## Grammar Focus

- present continuous
- present continuous (future meaning)
- present simple
- present simple vs present continuous
- -ing form

### write ...

- about their room
- an invitation to a party
- an email about their favourite video game

## ▶▶ Module 2

- **In this module students will ...**
  - read about ...**
    - the characters in virtual reality
    - different jobs
    - travelling in the past
    - gifted children
    - fairies
    - amazing facts about famous people
  - listen to ...**
    - the characters playing a virtual reality video game with ELF
    - children talk about what they want to do later in life
    - an inspector investigating a robbery
    - a dialogue about past events
    - the end of a story
    - texts about gifted children
    - a reporter talking about a talented young pianist
    - texts about fairies
    - a song about famous people
  - learn how to ... (COMPETENCES)**
    - talk about past events & habits
    - roleplay: an interview with a famous person
    - distinguish between and pronounce /ɑ:/, /ɒ/ and /ɔ:/ sounds
  - practise ... (DESCRIPTORS)**

#### Lexical Areas

- jobs
- job qualities
- transport

### Grammar Focus

- past simple
- past continuous
- used to
- past simple vs past continuous
- adverbs of manner

### write ...

- about their previous weekend
- their own ending for a story
- an article about a famous person

## ACROSS CULTURES

### Students will ...

- read and talk about theme parks
- write about a theme park in their country

### CLIL TIME: *Maths*

### Students will ...

- learn about cryptology
- make their own message using sums

## ►► Module 3

- In this module students will ...

### read ...

- about the characters' school trip to Canada
- about an orang-utan and a dog and their friendship
- short texts connected with animals
- Steve Dooley's article about his pet
- some animal riddles

### listen to ...

- the characters' encounter with a bear
- the story of Surya, an orang-utan, and Roscoe, a dog, and how they became best friends
- some facts about orang-utans
- a dialogue at the vet's
- Steve Dooley describing his pet
- some children describing their pets
- an episode of *Enta the Dragon*
- a song about wild animals

### learn how to ... (COMPETENCES)

- describe animals
- compare animals
- act out a conversation at the vet's
- distinguish between and pronounce /aɪ/ and /ɪ/ sounds

### practise ... (DESCRIPTORS)

#### Lexical Areas

- wild animals
- parts of animals
- pets

### Grammar Focus

- comparatives, superlatives
- adverbs of degree

### write/make ...

- an animal poster
- a fact file about an animal they like
- a short article about their pet

## ►► Module 4

- In this module students will ...

### read ...

- about the characters' holiday in the Caribbean
- about Groundhog Day
- short texts connected with clothes
- a dialogue about asking for and giving an opinion about clothes
- Taylor's email to his friend from Singapore
- about gods of thunder
- weather sayings

### listen to ...

- the characters' experience in the Caribbean
- Louise's holiday plans
- an American celebration connected with weather
- a dialogue about giving an opinion about clothes
- Taylor's account of his holiday
- a telephone conversation between a father and his daughter
- a Norse and a Hindu legend about gods of thunder
- a song about mother Earth

### learn how to ... (COMPETENCES)

- talk about future/holiday plans
- talk about the weather
- make predictions
- talk about clothes
- ask for and give an opinion about clothes
- distinguish between and pronounce /ɔ:/ and /3:/ sounds

### practise ... (DESCRIPTORS)

#### Lexical Areas

- holiday activities
- months and seasons
- weather
- clothes

#### Grammar Focus

- be going to
- future simple
- be going to/future simple
- revision of tenses

### write/make ...

- about what they are going to do next week
- predictions about their life 30 years from now
- an email while on holiday to their friend telling them all their holiday news

## ACROSS CULTURES

### Students will ...

- talk about national animals from around the world
- find information about the national animal from their country and present it to the class

### CLIL TIME: *Literature*

### Students will ...

- read four poems connected with the four seasons
- prepare a poster in groups of four showing the four seasons in their country

## ►► Module 5

- In this module students will ...

### read about ...

- the characters in a shopping mall
- trash fashion
- fun food records
- a children's organisation that helps poor children

### listen to ...

- the characters catching a thief
- the characters talk about clothes
- a text about a trendy way to go green
- a dialogue about shopping for clothes
- a text about kids feeding kids
- a recipe
- an episode of *Enta the Dragon*
- a song about fashion

### learn how to ... (COMPETENCES)

- talk about clothes
- shop for clothes
- talk about food and food preferences
- distinguish between and pronounce /tʃ/, /ʃ/ and /j/ sounds

### practise ... (DESCRIPTORS)

#### Lexical Areas

- clothes & patterns
- accessories
- food items
- food-related words

### Grammar Focus

- comparative & superlative forms
- as ... as
- too – enough
- a lot of/much/many
- a few – a little

### write ...

- about their clothes
- a food recipe

## ►► Module 6

- In this module students will ...

### read about ...

- the characters taking hang-gliding lessons
- the *Make-a-Wish* foundation
- an email about meeting a famous person
- Jack, the giant killer
- sports trivia

### listen to ...

- the characters trying an extreme sport
- a text about the *Make-a-Wish* foundation
- a dialogue about experiences
- a dialogue about reacting to news
- notes to a teacher about injuries
- Daniel and Stephanie talking about famous people they've met
- a story about a giant killer
- a song about a party

### learn how to ... (COMPETENCES)

- talk about sports
- describe experiences
- roleplay: reporting an experience to a friend
- distinguish between and pronounce various syllables

### practise ... (DESCRIPTORS)

#### Lexical Areas

- sports
- sports equipment
- injuries

### Grammar Focus

- present perfect
- ever/never, just, already, yet, for/since, how long
- reflexive/emphatic pronouns
- present perfect vs past simple

### write ...

- about their experiences
- a note
- an email about a famous person they've met

## ACROSS CULTURES

### Students will ...

- read about four of the world's popular football clubs
- make a poster about popular football clubs in their country

## GO GREEN

### Students will ...

- read about non-food uses for some foods
- find information on some non-food uses for honey and green tea

## ►► Module 7

- In this module students will ...

### read/do ...

- about the characters saving a whale
- about having a wild animal as a pet
- a quiz
- about the Carlsbad Caverns
- about animals

### listen to ...

- the characters saving a whale
- a text about having a wild animal as a pet
- the rules for a wildlife safari park
- a dialogue about a clean-up campaign
- a text about natural wonders
- Jim talking about the Plitvice Lakes
- an episode of *Enta the Dragon*
- a song about being on the top of the world

### learn how to ... (COMPETENCES)

- use modal verbs
- describe animals
- roleplay: acting out an interview
- make suggestions
- distinguish between and pronounce /ʊ/ and /u:/ sounds

### practise ... (DESCRIPTORS)

#### Lexical Areas

- animals
- animal babies
- natural features

#### Grammar Focus

- modal verbs (*can, could, should, must, have to, may*)
- relatives (*who/which/where*)
- -ed/-ing adjectives

### write ...

- a paragraph with modal verbs
- rules for an animal park
- an article about a place in their country

## ►► Module 8

- In this module students will ...

### read ...

- about the characters at an open-air concert
- a text about three styles of music
- a text about the Lord of Sipán
- a text about El Dorado

### listen to ...

- the characters attending an open-air concert
- a text about hip hop, tango and Macarena
- a dialogue about buying a ticket over the phone
- a text about the Lord of Sipán
- a text about King Tutankhamen
- a text about El Dorado
- a song about lost cities

### learn how to ... (COMPETENCES)

- talk about musical sounds, instruments and musical preferences
- buy a ticket over the phone
- talk about sciences
- talk about King Tutankhamen
- talk about El Dorado
- distinguish between and pronounce the sounds /s/, /k/ and /tʃ/
- role play: interview an archaeologist

### practise ... (DESCRIPTORS)

#### Lexical Areas

- music and musical instruments
- sciences
- forming nouns: -er, -ist

#### Grammar Focus

- A/An/The
- Clauses of Result
- Used to
- Negative Questions

### write/make ...

- about a traditional musical instrument
- a poster about their favourite type of music
- an article about King Tutankhamen's tomb
- about a lost city

## **ACROSS CULTURES**

### **Students will ...**

- read about Bollywood, Hollywood and Mosfilm
- collect information about a famous Bollywood, Hollywood or Mosfilm film and present it to the class.

## **CLILL TIME: *Science***

### **Students will ...**

- read about dinosaurs
- find information about a dinosaur and present it to the class

# Starter

## Objectives

**Lesson Objectives:** To revise greetings and introductions, to revise family members, to revise school subjects, to revise numbers from 1-1,000,000,000, to revise ordinal and cardinal numbers, to practise talking about dates, to revise countries and monuments, to revise subject and object pronouns, to revise possessive adjectives and possessive pronouns, to practise acting out short dialogues, to revise *there is/are*, to practise telling the time, to revise plurals, to practise prepositions of place/movement, to revise vocabulary about sports, household items, places and food, to practise making everyday conversation, to give personal information, to read and listen for specific information

**Vocabulary:** Family members (cousin, sister, mum, uncle, aunt, brother, grandpa, grandma, husband, wife, nephew, niece); School subjects (English, History, Art, IT, Geography, Science, Maths, Music); Countries (the USA, Egypt, France, Italy, Greece, the UK); Monuments (the Coliseum, the Sphinx, Big Ben, the Parthenon, the Eiffel Tower, the Statue of Liberty); Personal possessions (schoolbag, books, clock, CDs, radio, basketball, teddy bears, poster); Telling the time (o'clock, half past, a quarter past/to); Sports (hockey, table tennis, badminton, cycling, athletics, volleyball); Household items (carpet, cupboard, wardrobe, armchair, mirror, sofa); Food (peas, crisps, butter, cereal, honey, meat); Places (baker's, newsagent's, hospital, zoo, theatre, circus)

## 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 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.
- Ss report back to the class.

### 1 a) To revise/practise greetings & introductions

- Give Ss a couple of minutes to complete the task in their notebooks.
- Play the recording for Ss to check their answers.

#### Answer Key

- |                              |                            |
|------------------------------|----------------------------|
| 1 <i>What's your name?</i>   | 4 <i>This is my friend</i> |
| 2 <i>Nice to meet you</i>    | 5 <i>How are you?</i>      |
| 3 <i>Where are you from?</i> | 6 <i>I'm fine</i>          |

### b) To act out a dialogue/practise greetings & introductions

- Divide Ss into groups of three and ask them to act out the dialogue.
- Ask two or three groups to act it out in front of the class.

### 2 a) To revise/practise vocabulary for family members

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

#### Answer Key

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 2 <i>uncle</i>   | 5 <i>wife</i>    | 8 <i>grandpa</i>  |
| 3 <i>cousin</i>  | 6 <i>brother</i> | 9 <i>mum</i>      |
| 4 <i>grandma</i> | 7 <i>aunt</i>    | 10 <i>husband</i> |

- b) **Aim** To revise/practise 's genitive  
Ss look at the family tree and answer the questions.

**Answer Key**

Beth is Peter's mum. Kelly is Frank's niece.  
Peter is Jane's nephew.

- 3 **Aim** To revise/practise school subjects.  
• Ss look at the pictures and write the subjects in their notebooks.  
• Check Ss' answers.

**Answer Key**

2 History 5 Geography 8 Music  
3 Art 6 Science  
4 IT 7 Maths

- 4 **Aim** To revise/practise numbers 21-100  
• Ss look at the numbers and write them in words in their notebooks.  
• Check Ss' answers.

**Answer Key**

88 – eighty-eight 46 – forty-six  
21 – twenty-one 67 – sixty-seven  
99 – ninety-nine 35 – thirty-five  
100 – a/one hundred

- 5 **Aim** To revise/practise numbers 103-1,000,000,000  
• Ss look at the numbers on the left and match them with their corresponding words on the right.  
• Check Ss' answers.

**Answer Key**

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

- 6 **Aim** To revise/practise ordinals and cardinals  
• Ss look at the ordinal numbers and write the corresponding cardinal ones in their notebooks.  
• Check Ss' answers.

**Answer Key**

first – one/1  
eighty-third – eighty-three/83  
fifty-second – fifty-two/52  
fifth – five/5  
thirty-first – thirty-one/31  
twelfth – twelve/12  
twentieth – twenty/20  
hundredth – hundred/100

- 7 **Aim** To act out dialogues/practise ordinals  
• Ss write the correct ordinal numbers in their notebooks.  
• Ask Ss to form pairs. Each pair decides on their roles.  
• Allow time for Ss to practise their dialogues.  
• The pairs take turns acting their dialogues in front of the class. Check their pronunciation.

**Answer Key**

1 A: seventeenth 3 A: twelfth  
B: nineteenth  
2 B: fifth 4 A: third

**Lesson 2**

- 1 **Aim** To revise/practise countries and monuments

Ss look at the monuments and name the countries they are in, as in the example.

**Answer Key**

The Sphinx is in Egypt.  
Big Ben is in the UK.  
The Eiffel Tower is in France.  
The Coliseum is in Italy.  
The Parthenon is in Greece.

- 2 **Aim** To revise/practise subject/object pronouns and possessive adjectives/pronouns

- Go over the table with Ss, eliciting the missing words.
- Ss then complete the table in their notebooks.
- Check Ss' answers.

**Answer Key**

Subject pronouns	Object pronouns	Possessive adjectives	Possessive Pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	—
we	us	our	ours
you	you	your	yours
they	them	their	theirs

### 3 **Aim** To act out short dialogues

- Ss write the correct *subject/object pronoun* or *possessive adjective/pronoun* in their notebooks.
- Ask Ss to form pairs. Each pair decides on their roles.
- Allow time for Ss to practise their dialogues.
- The pairs take turns acting out their dialogues in front of the class. Check their pronunciation.

#### Answer Key

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 2 B: <i>his, Hers</i>             | 6 A: <i>our</i>                       |
| 3 A: <i>her</i>                   | 7 A: <i>you, me</i><br>B: <i>them</i> |
| 4 B: <i>His</i>                   | 8 A: <i>me</i><br>B: <i>her, her</i>  |
| 5 A: <i>your</i><br>B: <i>its</i> |                                       |

### 4 **Aim** To revise/practise vocabulary for personal possessions and prepositions of place

- Ss work in pairs and talk about what there is in Tina's room.
- Check their answers.

#### Answer Key

- 2 A: *There are books in Tina's room.*  
B: *Where are they?*  
A: *They're in her schoolbag/the bookcase.*
- 3 A: *There's a clock in Tina's room.*  
B: *Where is it?*  
A: *It's on the bedside table.*
- 4 A: *There are CDs in Tina's room.*  
B: *Where are they?*  
A: *They're on the floor/under the basketball.*
- 5 A: *There's a radio in Tina's room.*  
B: *Where is it?*  
A: *It's next to the clock/on the bedside table.*
- 6 A: *There's a basketball in Tina's room.*  
B: *Where is it?*  
A: *It's on the floor/in front of her bed.*
- 7 A: *There are teddy bears in Tina's room.*  
B: *Where are they?*  
A: *They're under the chair.*
- 8 A: *There's a poster in Tina's room.*  
B: *Where is it?*  
A: *It's on the wall/above her bed.*

### 5 **Aim** To revise/practise telling the time

- Refer Ss to the clocks.

- Ss listen to the recording and choose the correct time.
- Check their answers.

#### Answer Key

- 1 b    2 a    3 b

#### AUDIOSCRIPT

- 1 A: *Have you got the right time, please?*  
B: *Yes, it's exactly eleven o'clock.*  
A: *Thank you.*  
B: *You're welcome.*
- 2 A: *Is it half past six already?*  
B: *Relax. It's only half past five.*
- 3 A: *Excuse me, can you tell me what time it is?*  
B: *Sure. It's quarter to five.*

### 6 **Aim** To revise/practise plurals

- Ss write the plural form of the given words in their notebooks.
- Check their answers.

#### Answer Key

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 2 <i>buses</i>   | 6 <i>bags</i>    | 10 <i>dresses</i> |
| 3 <i>horses</i>  | 7 <i>teeth</i>   | 11 <i>watches</i> |
| 4 <i>scarves</i> | 8 <i>mice</i>    | 12 <i>boxes</i>   |
| 5 <i>babies</i>  | 9 <i>jumpers</i> |                   |

## Lesson 3

### 1 **Aim** To revise/practise prepositions of movement

- Ss look at the pictures and make sentences, as in the example.
- Check their answers.

#### Answer Key

- 2 *He's walking out of the room.*
- 3 *He's walking along the street.*
- 4 *He's walking under the bridge.*
- 5 *He's walking across the street.*
- 6 *He's walking through the tunnel.*
- 7 *He's walking up the stairs.*
- 8 *He's walking down the stairs.*
- 9 *He's jumping over the wall.*

### 2 **Aim** To revise/practise prepositions of movement

- Ss look at the pictures, read the sentences and choose the correct prepositions.
- Check their answers.



**Answer Key**

1 up 2 down 3 through 4 over, into

**3** **Aim** To revise/practise sports, household items, food and places

- Ss put the words in the box in the right category.
- Check their answers.

**Answer Key**

**Sports:** hockey, table tennis, badminton, cycling, athletics, volleyball

**House:** carpet, cupboard, wardrobe, armchair, mirror, sofa

**Food:** peas, crisps, butter, cereal, honey, meat

**Places:** baker's, newsagent's, hospital, zoo, theatre, circus

**4** **Aim** To revise/practise responding to everyday expressions

- Ss read the exchanges and choose the correct answer.
- Then they listen and check their answers.
- Check Ss' answers.

**Answer Key**

1 b      3 a      5 a      7 a  
2 a      4 b      6 b      8 b

**5** **Aim** To revise/practise giving personal information

- Individual Ss take turns answering the questions.
- Ask different Ss to answer a few questions in front of the class.

**Suggested Answer Key**

- 1 I'm twelve years old.
- 2 My birthday is on 20th September.
- 3 I live in Warsaw, Poland.
- 4 My lucky number is seven.
- 5 They're in December and in the summer.
- 6 My dad is a teacher and my mum is a vet.
- 7 My favourite song is "Skyfall" by Adele.
- 8 My favourite colour is red.
- 9 My favourite sport is basketball.
- 10 My favourite food is pizza.

# Module

# 1

## Hobbyland

<b>Topic</b>	
In this module, Ss will explore the topics of things in a house, household chores and free-time activities.	
<b>Module page</b>	<b>11</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Free-time activities ( <i>surf the Net, play sports, send text messages, read magazines, hang out with friends, go to a sleepover, collect comics, download music</i> )	
<b>1a</b>	<b>12-13</b>
<b>Lesson objectives:</b> To talk about decorating a room, to make introductions, to present and practise the present continuous, to talk and write about your room <b>Vocabulary:</b> Things in a house ( <i>bunk beds, chest of drawers, mat, bedside table, air conditioner, MP3 player</i> )	
<b>1b</b>	<b>14-15</b>
<b>Lesson objectives:</b> To talk about household chores, to pronounce /ʌ/ and /ɒ/, to present and practise the present continuous with future meaning, to make future plans, to write an invitation, to present and practise a situational dialogue <b>Vocabulary:</b> Chores ( <i>go shopping, do the vacuuming, cook, make the beds, do the washing-up, do the ironing, dust the furniture, mop the floor</i> ); Inviting ( <i>What are your plans for...?, Are you free...?, Do you want to...?, Why don't you...?</i> ); Accepting invitations ( <i>Of course., Sure, why not?, Count me in!, That's great!</i> )	
<b>1c</b>	<b>16-17</b>
<b>Lesson objectives:</b> To talk about free-time activities, to present and practise the present simple, to present and practise adverbs of frequency, to present and practise the present simple compared to the present continuous <b>Vocabulary:</b> Free-time activities ( <i>consolidation</i> )	
<b>1d</b>	<b>18-19</b>
<b>Lesson objectives:</b> To talk about video/computer games, to present and practise the <i>-ing form</i> , to talk about free-time activities, to present and practise linking words ( <i>and, but</i> ), to write an email to a friend <b>Vocabulary:</b> Nouns ( <i>enemies, corridors</i> ); Verbs ( <i>kidnaps, chase, float, prepare</i> )	
<b>Enta the Dragon</b>	<b>20</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Consolidation	
<b>Fun Time 1</b>	<b>21</b>
<b>Lesson objectives:</b> To talk about strange inventions in use <b>Vocabulary:</b> Nouns ( <i>ladder, maze, door chain, ceiling</i> )	
<b>Self-Check 1</b>	<b>22</b>

## ►► What's in this module?

Read the title of the module *Hobbyland* and ask Ss to suggest what they think the module is about (*the module is about things in a house, household chores and free-time activities*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

### Suggested Answer Key

- |   |                              |   |                          |
|---|------------------------------|---|--------------------------|
| 1 | <i>play sports</i>           | 5 | <i>download music</i>    |
| 2 | <i>hang out with friends</i> | 6 | <i>collect comics</i>    |
| 3 | <i>send text messages</i>    | 7 | <i>read magazines</i>    |
| 4 | <i>surf the Net</i>          | 8 | <i>go to a sleepover</i> |

## Find the page numbers for

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

### Answer Key

*a cartoon strip (p. 14)*

*Do you help around the house? What do you like/hate doing?*

*video games (p. 18)*

*Do you like video games? What's your favourite one?*

*an email (p. 19)*

*Do you write emails? Who do you write them to? What do you talk about?*

*a quiz (p. 16)*

*Where can you find a quiz? Can you think of a good topic for a quiz?*

## Vocabulary

### 1 To present vocabulary for free-time activities

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

### 2 To personalise the topic

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

## 1a

## Reading

- 1 **Aim** To predict the content of the dialogue and to listen for confirmation.
- Refer Ss to the pictures.
  - Go through the pictures and set the scene by asking questions.
- e.g. T: (pointing to the shelf in picture 1) *What's this?*  
Ss: *A shelf. etc*
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- 2 a) **Aim** To read for specific information – multiple choice
- Ss read the dialogue, then read the sentences and choose *a* or *b*.
  - Check Ss' answers.

## Answer Key

1 b      2 a      3 b      4 b

- b) **Aim** To think of a title for the dialogue
- Refer Ss to the pictures and the dialogue again.
  - Elicit suggestions for a title.

## Suggested Answer Key

*Meeting a new friend./ Decorating a room.*

## Words Vocabulary

- 3 **Aim** To present and practise new vocabulary
- Refer Ss to the pictures and play the recording.
  - Ss listen and repeat together and individually. Check their pronunciation and intonation.
  - Allow some time for Ss to complete the sentences in their notebooks.
  - Check Ss' answers.

## Answer Key

2 chest of drawers      5 mat  
3 bedside table      6 MP3 player  
4 bunk beds

## Did you know?

**Aim** To stimulate interest in the lesson

- Refer Ss to the *Did you know?* box.
- Initiate a class discussion about computers.

- Ask Ss to tell you various parts of a computer.

## Grammar

- 4 **Aim** To present and practise the present continuous

- Ss' books closed. Write on the board: *We're having a lesson now*. Elicit the tense (present continuous) and use (actions happening now). Then, present the negative and interrogative forms.
- Ss' books open. Read the sentences in the Grammar box. Elicit/Explain the spelling rules. Write: *bake – I'm baking, swim – I'm swimming*. Then ask Ss to find examples of the present continuous in the dialogue on p. 12. Elicit how it is formed and used.

## Answer Key

*Picture 1: are helping, is making, are you doing, I'm painting, are you doing, I'm playing*

*Picture 2: Are you playing*

## 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*.

- 5 a) **Aim** To practise the present continuous
- Allow Ss some time to complete the email in their notebooks.
  - Check their answers.

## Answer Key

1 is putting      3 are painting      5 am taking  
2 is carrying      4 are taking

- b) **Aim** To ask and answer questions using the present continuous

- Ss read the email again.
- In pairs, they ask and answer questions.

## Answer Key

A: *What is Tom's mum doing?*

B: *She's putting up the curtains in the living room.*

A: *What is Tom's dad doing?*

B: *He's carrying some boxes into the kitchen.*

A: *What are the painters doing?*

B: *They are painting the kitchen yellow.*

A: *What are Tom's sisters doing?*

B: *They are taking some things out of the boxes.*

A: *What is Tom doing?*

B: *He's taking a short break.*

## Speaking and Writing

### 6 **Aim** To talk about your room

- Ss in pairs, take turns answering the questions.
- Ask different Ss to answer a few questions in front of the class.

#### Suggested Answer Key

- 1 *My room is orange and red.*
- 2 *I've got two posters on the walls. They are posters of my favourite actor, Johnny Depp.*
- 3 *There's one window in my room. I can see a park from it.*
- 4 *I've got two shelves in my room. There are books on them.*
- 5 *I want to change the bedside table because it's old.*

### 7 **PORTFOLIO** **Aim** To write about your room

Ss use their answers from Ex. 6 to write a text about their room. Alternatively, this can be done for homework.

#### Suggested Answer Key

*My room is orange and red. I've got two posters on the walls. They're posters of my favourite actor, Johnny Depp. There's one window in my room. I can see a park from it. I've also got two shelves with my books on them. I want to change the bedside table in my room because it's old.*

## 1b

## Reading

### 1 **Aim** To introduce the topic and present new vocabulary

- Refer Ss to the pictures and play the recording.
- Ss listen and repeat together and individually. Check their pronunciation and intonation.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ss read and answer the questions in their notebooks.
- Check their answers.

#### Suggested Answer Key

*I always help my parents at home. I like doing the washing-up and going shopping, but I don't like mopping the floor.*

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

- Allow Ss some time to read the text silently again and decide which chores are mentioned.
- Check Ss' answers.

#### Answer Key

*go shopping, cook, do the washing-up, do the vacuuming*

## Pronunciation

### 3 **Aim** To pronounce /ʌ/ and /ɒ/

- Read all the words in the table out loud. Ss repeat after you.
- Play the recording. Ss listen and choose. Play the recording again, stopping after each word so 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 Ss' answers and pronunciation. Elicit other words with the same sounds and write them on the board.

#### Answer Key

	/ʌ/	/ɒ/
<i>bunk</i>	✓	
<i>box</i>		✓
<i>wash</i>		✓
<i>some</i>	✓	
<i>run</i>	✓	
<i>bottom</i>		✓

#### Suggested Answer Key

/ʌ/ *fun, gum, honey*

/ɒ/ *hop, mop, sock*

#### Extension

- Draw the following table on the board.
- Say the following words, one at a time: trunk, pot, money, lock, duck, sock, sun, hot.
- Ss come to the board, write the words in the correct column and repeat them. Ask the rest of the class for verification.


bunk	box

**Answer Key**

**bunk:** trunk, money, duck, sun

**box:** pot, lock, sock, hot

 **Grammar**

**4**  **To present 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.* Explain that we also use the present continuous to talk about fixed plans in the near future. Show Ss how the negative is formed as well as the short answers.
- Ss' books open. Read the sentences in the Grammar box. Then ask various Ss to provide examples from the text on p. 14 and elicit how the tense is used.

**Answer Key**

*We're having, she's cooking, I'm working, she's going, I'm playing, he's doing, I'm going, Is he doing, I'm getting*

**Use**

*We use the **present continuous** to talk about our fixed arrangements in the near future.*

**5**  **To practise the present continuous with future meaning**

- Ss complete the sentences in their notebooks.
- Check their answers.

**Answer Key**

- |                          |                        |
|--------------------------|------------------------|
| 2 <i>am watching</i>     | 6 <i>is going</i>      |
| 3 <i>are flying</i>      | 7 <i>Are we having</i> |
| 4 <i>Is he staying</i>   | 8 <i>is decorating</i> |
| 5 <i>Is Molly coming</i> |                        |

 **Listening**

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

- Play the recording.
- Ss listen and choose the correct words in bold.
- Check their answers.

**Answer Key**

- 1 Sports    2 12th    3 8:30    4 45

**AUDIOSCRIPT**

**Mike:** *Hi, Jeremy! Are you coming to my Sports Theme party?*

**Jeremy:** *Hi, Mike! A sports theme party? Of course I'm coming! When is it?*

**Mike:** *It's on Saturday, the twelfth of January.*

**Jeremy:** *What time does it start?*

**Mike:** *It starts at 8:30 at my house.*

**Jeremy:** *Where do you live?*


**Mike:** *I live at 45 King Street.*

**Jeremy:** *55 King Street?*

**Mike:** *No, my house is at 45 King Street. Oh, and don't forget to wear something sporty!*

**Jeremy:** *OK!*


 **Speaking and Writing**

**7 a)**  **To talk about fixed arrangements**

In groups, Ss talk about what their party will include:

**Suggested Answer Key**

*We're having a pirate theme party on Saturday, 8th May. The party is at 8 o'clock at Brian's house. We are having sandwiches, burgers, hot dogs and cola. We are decorating the living room with paper boats and fish! We are all wearing pirate costumes.*

**b)**  **To write an invitation for a party**

Ss use Ex. 6 as a model as well as their ideas from Ex. 7a to write an invitation for a theme party.

**Suggested Answer Key**

**It's Party Time!**

*Please come to our Pirate Theme Party on Saturday, 8<sup>th</sup> May at 8:00.*

*Lots of food and soft drinks for everyone!*

*The party is at 30, Charles Street.*

*Note: Don't forget to wear a pirate costume!*

 **Everyday English**

**8 a)**  **To present a situational dialogue**

- Play the recording, twice if necessary.
- Ss listen and then read out the dialogue in pairs.

- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

b) **Aim** To learn synonymous phrases and act out a dialogue

Ss replace the phrases in the dialogue and act it out.

**Suggested Answer Key**

**Larry:** *Hi, Alice. What are your plans for next weekend?*

**Alice:** *Why?*

**Larry:** *I'm having a Hollywood theme party next Saturday. Do you want to come?*

**Alice:** *Sure, why not? What time is it?*

**Larry:** *Any time after seven.*

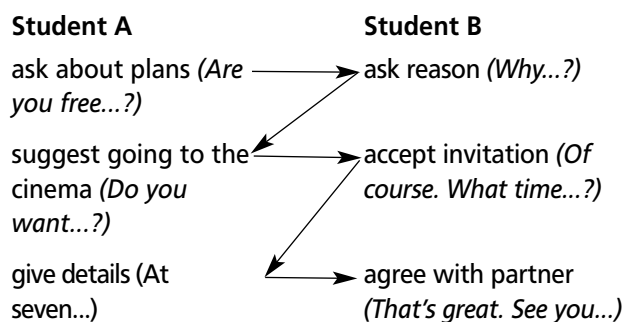
**Alice:** *That's great! See you then.*

**Larry:** *And, Alice, don't forget to wear something glamorous!*

**Alice:** *No problem. I love dressing up!*

9 **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 8 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**

**A:** *Hi, Steve. Are you free next weekend?*

**B:** *Why?*

**A:** *I'm going to the cinema. Do you want to come?*

**B:** *Of course. What time are you going? etc*

## 1c

### Words Vocabulary

1 **Aim** To present vocabulary for free-time activities

- Refer Ss to the pictures and play the recording.
- Ss listen and repeat. Check their pronunciation and intonation.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ask Ss which activities they do in their free time.

**Suggested Answer Key**

*I love hanging out with my friends in my free time. I don't like playing sports. I like surfing the Net and sending text messages. I send text messages every day.*

### Reading

2 **Aim** To present new vocabulary in the context of a text

- Read the first question and the possible answers aloud.
- Explain the scoring system and check Ss' answers through a show of hands for each result.

### Grammar

3 **Aim** To practise the present simple and adverbs of frequency

- Ss' books closed. Write on the board: *She lives in Madrid*. Underline the letter in bold. Elicit the tense form (present simple) and use (permanent state – habit/routine). Explain that the third person singular is usually formed by adding -s to the verb. Write on the board: **know, make, do, fly**, and show Ss how the third person singular is formed (*knows, makes, does, flies*). Focus Ss' attention on the pronunciation of the suffixes. Then present the interrogative, negative and short answers in the same way.

Elicit various adverbs of frequency (*never, sometimes, often, usually, always*) and write them on the board. Explain that we use these adverbs to show how often we do things. Write

the following examples on the board: *Greg is never late for school. I never eat breakfast at 6 o'clock in the morning.* Underline the words in bold. Elicit that we usually put the adverbs of frequency before the main verb and after the verb 'to be'.

- Ss' books open. Read the sentences in the Grammar box. Ss put the words in the correct order to make sentences. Check their answers.

#### Answer Key

- 1 *He never plays computer games.*
- 2 *Do you like jogging?*
- 3 *I don't usually have a big breakfast.*
- 4 *Does she get up early?*
- 5 *We don't usually go to the theatre.*

## Listening and Speaking

### 4 To listen for specific information – multiple choice

- Ss listen and choose the correct answer, A, B or C.
- Play the recording twice if necessary.
- Check Ss' answers.

#### Answer Key

- 1 A    2 A    3 B

#### AUDIOSCRIPT

#### 1 How often does Frank go to the cinema?

**Woman:** Frank, do you go to the cinema a lot?

**Frank:** Yes, I go quite often, really. I love the cinema.

#### 2 How often does Emily tidy her room?

**Mum:** Oh Emily. Your room is a mess. Don't you ever tidy it?

**Emily:** I know. I hate tidying up. I only tidy my room once a week.

#### 3 What does Tina always do before she goes to bed?

**Man:** What do you like doing before you go to bed, Tina? Do you read a magazine or watch TV?

**Tina:** Actually, I listen to music. It helps me sleep.

### 5 To practise talking about free-time activities

Ask Ss to use ideas from Ex. 1 to answer the questions in pairs.

#### Suggested Answer Key

**A:** How often do you play sports?

**B:** Hardly ever. What about you?

**A:** I play sports about twice a week. etc

## Grammar

### 6 To practise the present simple and the present continuous

- Ss' books closed. Say, and then write on the board: *I always have breakfast in the morning. I am speaking now. I am having a party on Saturday.* Underline the words in bold. Ss repeat after you. Elicit that we use the present simple and adverbs of frequency to talk about our daily habits or routines. Elicit that we use the present continuous for actions happening at the moment of speaking as well as for future arrangements.
- Ss' books open. Read the sentences in the Grammar box. Give Ss enough time to complete the sentences in their notebooks using either present continuous or present simple. Check their answers.

#### Answer Key

- 1 *are staying*
- 2 *are you laughing, Am I doing*
- 3 *is leaving*
- 4 *is swimming, loves*
- 5 *snows, isn't snowing*

## Let's Play!

### To revise the present simple through a game

- Ss play the game in pairs. One S from each pair will be represented by X and the other by O.
- A S chooses a section of the grid and has to make a correct sentence using the word(s). If the sentence is correct, they fill in their corresponding symbol on the grid.
- A S wins when three continuous sections of a grid are filled with his/her symbol.

#### Suggested Answer Key

*I usually hang out with my friends on Saturdays.*

*Does your sister send text messages?*

*I sometimes have a sleepover when I want to have fun with my friends.*

*How often do you play sports?*

*I always surf the Net in the evenings.*

*In my free time I like downloading music.*

*Where do you go when you hang out with your friends?*

*You collect comics.*

*Do you read magazines?*



## 1d

 Reading

**1**  To give an opinion and introduce the topic

- Initiate a class discussion about video/computer games.
- Ask individual Ss to talk about which games they play.

**Suggested Answer Key**


*I love video/computer games. I like playing 'Super Mario Galaxy'. I usually play at the weekend.*

**2**  To predict the content of the texts

- Refer Ss to the pictures and the questions below the title.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ask Ss to guess what the texts are about.
- Play the recording and check Ss' answers.

**Suggested Answer Key**


*I think the texts are about playing different video games.*

**3**  To present new vocabulary through synonyms

- Refer Ss to the example.
- Ss silently read the texts and match the words in bold with their definitions.
- Check Ss' answers.

**Answer Key**


2 float                      4 chase                      6 enemies  
3 prepare                    5 corridors

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

Allow Ss time to read the texts again and complete the table in their notebooks. Check their answers.

**Suggested Answer Key**

Name	Super Mario Galaxy	Harry Potter and the Order of the Phoenix
Characters	Bowser, Princess Peach, Super Mario	Harry Potter, Lord Voldemort, Death Eaters
Storyline	Mario travels across all the planets in the galaxy to collect the stars he needs to save Princess Peach.	Prepare to beat Lord Voldemort and his Death Eaters in one of Harry Potter's most exciting adventures yet!
What you can do	You can run, jump and fight with enemies as you explore the planets.	You can take up Harry's wand and explore the dark corridors and secret rooms of the magic school, Hogwarts. You can also compete in Mini-Games, talk to magical portraits and practise your spell-making.

**b)**  To paraphrase information in a text and express a personal preference

- Ss use their completed table to talk about a video game.
- Check their answers.

**Suggested Answer Key**

*'Super Mario Galaxy' is a popular video game. The characters are: Bowser, Princess Peach, and of course, Super Mario. This game has got an interesting storyline. Mario travels across all the planets in the galaxy to collect the stars he needs to save Princess Peach. You can run, jump and fight with enemies as you explore the planets.*

*'Harry Potter and the Order of the Phoenix' is an exciting video game for the whole family! The characters are Harry Potter, Lord Voldemort and his Death Eaters. Prepare to beat Lord Voldemort and his Death Eaters in one of Harry Potter's most exciting adventures yet! You can take up Harry's wand and explore the dark corridors and secret rooms of the magic school, Hogwarts. You can also compete in Mini-Games, talk to magical portraits and practise your spell-making.*



## Grammar

5 **Aim** To present and practise the *-ing* form

- Ss' books closed. Say, and then write on the board: *I love **eating** chocolate. I enjoy **listening** to music. I **don't mind playing** video games.* Underline the words in bold. Elicit that after certain verbs/phrases such as *like, love, enjoy, be crazy about, hate, can't stand* and *don't mind* the verb following is in the gerund form (-ing).
- Ss' books open. Read the sentences in the Grammar box. Refer Ss to the example and ask them what they like/don't like doing in their free time.

**Suggested Answer Key**

S1: *I love playing video games. What about you?*

S2: *I don't really like video games. I love playing sports. etc*

6 **Aim** To present and practise linkers *and* and *but*

- Read the sentences in the table.
- Ss join the sentences using the correct linking word. Check their answers.

**Answer Key**

- 1 *I have got a computer and a laptop.*
- 2 *Wendy likes rock music and pop music.*
- 3 *I can play the guitar, but I can't play the piano.*
- 4 *I like swimming, but I don't like cold water.*
- 5 *In the game, you can jump off buildings and swim across the ocean.*



## Listening and Speaking

7 **Aim** To listen for specific information

- Ss listen and choose the correct answer.
- Check their answers.

**Answer Key**

1 NO      2 YES      3 YES      4 NO

**AUDIOSCRIPT**

**Paul:** *Andy! Hi!*

**Andy:** *Hello, Paul! What are you doing?*

**Paul:** *Playing a computer game.*

**Andy:** *Which game is it?*

**Paul:** *The SIMS 3.*

**Andy:** *What kind of game is it?*

**Paul:** *Well, the Sims are characters that you create and you control their lives.*

**Andy:** *In what way? What's the storyline?*

**Paul:** *Players can send the Sims to work. They can arrange for them to meet friends, or they send them out to explore the neighbourhood.*

**Andy:** *That sounds quite interesting.*

**Paul:** *It's really cool. You can decide on what clothes they wear, what hairstyles they have. You can even decide on their personality.*

**Andy:** *Really? So you can make a group of Sims characters like your own friends or family?*

**Paul:** *Yes, if you want to.*

**Andy:** *Can I have a go?*

**Paul:** *Sure! You can play after me!*

8 **THINK Aim** To personalise the topic

- Refer Ss to the prompts.
- Ss work in pairs and talk about a video game they want to buy.
- Check their answers.

**Suggested Answer Key**

*The video game I want to buy is called 'Scooby-Doo! Mystery Mayhem'. The main characters in the game are Shaggy and Scooby-Doo. This is a game that everyone in the family can enjoy! The storyline is great, too! A rich businessman uses a magic book to bring together different scary monsters. Scooby and Shaggy look for clues, trick villains and capture ghosts. Players can solve mysteries and collect Scooby snacks.*



## Writing

9 **Aim** To write an email about your favourite video game

Ask Ss to write about their favourite video game. Alternatively, this can be done for homework.

**Suggested Answer Key**

*Dear Aleksy,*

*My favourite video game is 'Scooby-Doo! Mystery Mayhem'. The characters in the game are Scooby-Doo and Shaggy. They look for clues, trick villains and capture ghosts. This video game really gets you going! Players can solve puzzles and get Scooby snacks, too! What's your favourite game? Write and let me know. Talk to you soon.*

*Love,  
Cibor*

**Dictation (Optional)**

If you wish, you can do the dictation for Module 1. See p. 152.

## Enta the Dragon (Episode 1)

- 1 a) **Aim** To promote reading for pleasure
- Ask Ss to look at the pictures and guess what the dialogue is going to be about. (e.g. *Enta trying free-time activities.*)
  - Play the recording. Ss listen and follow the lines.
  - Play the recording again with pauses for Ss to listen and repeat chorally.

### Extension

- Photocopy the episode and tippex out some key words (e.g. *housework, hobby, good, playing, know, think*).
- Hand out the photocopies.
- Play the recording. Ss listen to the story and fill in the missing words.

- b) **Aim** To take roles and read a dialogue  
Ss take roles and read the dialogue.

## Fun Time 1

### STRANGE BUT TRUE HOME INVENTIONS!

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

- Refer Ss to the pictures (1-3). Tell Ss that these are actually real inventions in use!
- Ask them to guess what they think each invention does.
- Ask individual Ss to read the texts out loud.
- Elicit/Explain the meaning of any unknown words.

### Answer Key

- 1 ladder  
2 air conditioner  
3 door chain

### Ha ha ha!

**Aim** To read for pleasure

- Refer 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 listen for specific information

- Ask Ss to look at the picture and say who they can see (*a hero – Super Mario*). Point to the character and elicit his name.
- Play the recording. Ss listen and follow the lines in their books.
- Play the recording again. Ss listen and sing along.
- Ask Ss what the singer's Super Mario is like.

### Suggested Answer Key

*Super Mario is a hero that fights for what is right. He's strong and fast and chases enemies away. He also travels in space!*

- 2 **THINK Aim** To express a personal opinion

- Ask Ss to tell you what their ideal hero is like.
- Allow Ss some time to complete the task and report back to the class. Alternatively, this can be done for homework.

### Suggested Answer Key

*My Super Mario always helps people. He's strong and brave and always chases my enemies away! He makes the world a better place!*

## Self-Check 1

- |   |                              |                    |
|---|------------------------------|--------------------|
| 1 | 1 air conditioner            | 4 bunk bed         |
|   | 2 chest of drawers           | 5 mat              |
|   | 3 bedside table              |                    |
| 2 | 1 sleepover                  | 4 text             |
|   | 2 download                   | 5 collect          |
|   | 3 sporty                     |                    |
| 3 | 1 is working                 | 6 is going         |
|   | 2 is going                   | 7 do you visit     |
|   | 3 Do you know                | 8 is watching      |
|   | 4 are you looking            | 9 clean            |
|   | 5 visit                      | 10 Do you remember |
| 4 | 1 I enjoy reading comics.    |                    |
|   | 2 We love playing tennis.    |                    |
|   | 3 They hate surfing the Net. |                    |
|   | 4 I like watching DVDs.      |                    |

- 5** **Cindy:** *Hi, Ben. Are you free this afternoon?*  
**Ben:** *Why?*  
**Cindy:** *Let's go to the cinema. I want to see the new 'Twilight' film.*  
**Ben:** *Sorry, I'm busy this afternoon. How about going tomorrow?*  
**Cindy:** *Sure. That's a great idea!*  
**Ben:** *Cool. See you at seven o'clock then.*



## Jobs for all

<b>Topic</b>	
In this module, Ss will explore the topics of jobs, job qualities and transport.	
<b>Module page</b>	<b>23</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Job qualities ( <i>creative, sociable, careful, patient, reliable, honest, friendly, brave, loving, kind, hard-working, practical</i> )	
<b>2a</b>	<b>24-25</b>
<b>Lesson objectives:</b> To talk about jobs, to come up with a story ending, to present and practise the past simple, to talk and write about past events <b>Vocabulary:</b> Jobs ( <i>computer programmer, dog walker, fashion designer, vet, photographer, shop assistant</i> )	
<b>2b</b>	<b>26-27</b>
<b>Lesson objectives:</b> To talk about jobs and job qualities, to present and practise the past continuous, to talk and write about past actions in progress <b>Vocabulary:</b> Job qualities ( <i>consolidation</i> ); Adjectives ( <i>good/bad at, fond of, interested in, bored with</i> )	
<b>2c</b>	<b>28-29</b>
<b>Lesson objectives:</b> To talk about means of transport, to present and practise used to, to present and practise a situational dialogue, to present and practise the past simple compared to the past continuous, to write a story ending <b>Vocabulary:</b> Transport ( <i>helicopter, ship, double-decker bus, coach, van, bicycle, tram, motorbike, scooter, underground</i> ); Talking about past events ( <i>Where...?, How did you get there?, How long did it take...?, What... while...?</i> )	

<b>2d</b>	<b>30-31</b>
<b>Lesson objectives:</b> To talk about talented children, to act out an interview, to pronounce /ɑ:/, /ɒ/ and /ɔ:/, to present and practise adverbs of manner, to write an article <b>Vocabulary:</b> Nouns ( <i>talent, surgeon, passion, cure, compliments</i> ); Verbs ( <i>performed, end up, overdo</i> ) Adjectives ( <i>gifted</i> )	
<b>Myths and Legends</b>	<b>32</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Nouns ( <i>fairies, myth, legend, creatures</i> ); Verbs ( <i>inspire</i> )	
<b>Fun Time 2</b>	<b>33</b>
<b>Lesson objectives:</b> To talk about famous people <b>Vocabulary:</b> Nouns ( <i>iced water, shoplifter, boulevard</i> ); Verbs ( <i>pour</i> ); Adjectives ( <i>brilliant</i> )	
<b>Self-Check 2</b>	<b>34</b>
<b>Across Cultures</b>	<b>35</b>
<b>Lesson objectives:</b> To talk about theme parks <b>Vocabulary:</b> Nouns ( <i>theme park, miniature landmarks, fire station, version, attractions, entertainment park, flight training centre, responsibility, decision-makers</i> ); Verbs ( <i>contain, inspire</i> ); Phrases ( <i>play grown-up</i> )	
<b>CLIL TIME: Maths</b>	<b>36</b>
<b>Lesson objectives:</b> To talk about cryptology <b>Vocabulary:</b> Nouns ( <i>cryptology, scientist, company, organisation, enemy, code, document, network space</i> ); Verbs ( <i>decode, protect, complicate</i> ); Adjectives ( <i>military, ancient, impossible, advanced</i> ); Phrases ( <i>break the code</i> )	

# Module 2

## ▶▶ What's in this module?

Read the title of the module *Jobs for all* and ask Ss to suggest what they think the module is about (*the module is about jobs, job qualities and transport*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

## Find the page numbers for

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

### Answer Key

*facts about the history of transportation (p.28)*

*How did people use to travel in the past?  
How long did it take them?*

*a young surgeon (p.30)*

*Do you know any famous young person?  
What are they famous for?*

*fairies (p. 32)*

*What do fairies look like? Do you know any stories or films with fairies?*

*a detective investigating a robbery (p. 27)*

*Do you like detective stories? Why (not)?*

*Do you know any famous detectives?*

### Answer Key

- |            |                |         |
|------------|----------------|---------|
| 1 sociable | 3 hard-working | 5 kind  |
| 2 creative | 4 patient      | 6 brave |

## 2 To practise vocabulary for job qualities

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

### Answer Key

- 1 honest
- 2 patient
- 3 kind
- 4 hard-working
- 5 brave


## Vocabulary

### 1 a) To present vocabulary for job qualities

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

### b) To practise the new vocabulary

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

**2a** **Reading****1**  **To introduce the topic and describe an imaginary experience**

- Refer Ss to the pictures and the questions.
- Ask individual Ss to answer them.

**Suggested Answer Key**



*I'm there with my friends. We are taking photographs of wild animals. I feel excited, but also scared.*

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

- Refer Ss to the pictures and the dialogue. Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording.
- Ss listen to the dialogue and follow along.
- Then Ss read the dialogue again and complete the task in their notebooks.
- Check Ss' answers.

**Answer Key**

1 b      2 c      3 d      4 a

**b)**   **To read the dialogue and predict another ending**

Ask Ss to read the dialogue again and come up with another ending for it.

**Suggested Answer Key**

*Oh no, the lion didn't do what you said. He is coming up to us! Run everyone! Game over!*

 **Vocabulary****3 a)**  **To present the new vocabulary**

- Refer Ss to the pictures.
- Play the recording.
- Ss listen and repeat together and individually. Check their pronunciation and intonation.

**b)**  **To practise vocabulary for jobs**

- Ss read the definitions and match them to the jobs.
- Then they form pairs and ask and answer questions as in the example.
- Check Ss' answers.

**Answer Key**

2 f      3 a      4 d      5 c      6 b

2 **A:** *What does a shop assistant do?*

**B:** *She works in a shop.*

3 **A:** *What does a computer programmer do?*

**B:** *He designs computer programs.*

4 **A:** *What does a vet do?*

**B:** *She helps sick animals.*

5 **A:** *What does a fashion designer do?*

**B:** *She makes fashionable clothes.*

6 **A:** *What does a dog walker do?*

**B:** *He takes dogs for a walk.*

**Did you know?****To stimulate interest in the lesson**

- Read the *Did you know?* box aloud.
- Explain/Elicit what a mascot is (a person, animal or object thought to bring good luck or which represents a group).
- Have a brief discussion about other groups (schools, football teams, brand names, etc) and their mascots.

**Grammar****4**  **To present and practise the past simple**

- Ss' books closed. Say, then write on the board: *I **wanted** to be a vet when I **was** young.* Underline the words in bold. Elicit the tense form (past simple) and use (to talk about things that happened at a specific time in the past). Present the rest of the persons in the same way. Write the following verbs on the board and elicit the spelling rules: *watch – watched, stop – stopped, dance – danced, study – studied.* Use the same procedure to present the negative, interrogative forms and short answers. Revise and write some irregular verbs (go, come, eat, write, sit, get, etc) on the board and their past simple forms.
- Ss' book open. Refer Ss to the grammar box and read the explanations aloud. Ss read the dialogue and find the past simple of the verbs. Elicit how the tense is formed and used.

**Answer Key**

*Picture 1: Did you call*

*Picture 2: did, said*

**Form/Use**

*We use the **Past Simple** for completed actions in the past. The **Past Simple** is formed with the verb + **-ed** (called) or with an irregular type (said).*

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

- Refer Ss to the sentences and the words in bold.
- Ss choose the correct words.
- Check their answers.

**Answer Key**

- 1 visited                    3 had                    5 broke  
2 play                        4 see

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

- Refer Ss to the first sentence and the example.
- Direct their attention to the question word and elicit how it is used.
- Ss write the questions in their notebooks.
- Check their answers.

**Answer Key**

- 2 Why was Tina bored?  
3 Whose computer game did he take?  
4 Where did they go last night?  
5 When did they come back?

**Speaking and Writing**

**7 a)** **Aim** To talk about your activities last weekend

Ss work in pairs and ask and answer the questions about what they did last weekend.

**Suggested Answer Key**

- S1: Where did you go last weekend?  
S2: I went to a water park with my friends.  
S1: What did you do there?  
S2: I swam and played in the pool all day.  
S1: Did you have a good time?  
S2: I had a great time!

**b)** **PORTFOLIO Aim** To write about your activities last weekend

- Ask Ss to think about their answers from Ex. 7a.
- Ss write three sentences about what they did/didn't do last weekend. Alternatively, this can be done for homework.

**Suggested Answer Key**

Last Saturday I went shopping in the morning. In the afternoon, I played football with my friends. On Saturday evening, I watched a DVD with my sister. I didn't get up early. I didn't go to school. I didn't do my homework!

**2b**

**Words Vocabulary**

**1 a)** **THINK Aim** To brainstorm for jobs

- Set a two-minute time limit and ask Ss to write down as many jobs as they can think of.
- Ask individual Ss to read out their lists to the class.

**Suggested Answer Key**

teacher, doctor, policeman, actor, singer, firefighter

**b)** **Aim** To consolidate vocabulary and express an opinion

- Refer Ss to the job qualities.
- Read them out and elicit the L1 equivalents.
- Read out the example.
- Ask Ss to say what they want to be and why. Encourage them to use jobs from their list.

**Suggested Answer Key**

I want to be a fashion designer because I'm creative and I like drawing and painting.

I want to be a doctor because I'm reliable, careful and hard-working, and I like taking care of people.

I want to be a firefighter because I'm brave and reliable and I like helping people.

I want to be a shop assistant because I'm friendly, sociable and honest and I like serving people.

I want to be a vet because I'm kind and loving and I like taking care of animals. etc

**Reading**

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

- Elicit Ss' guesses as to what the right job is for each child in the text.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ss read the short texts and find the jobs.
- In pairs, Ss use the example and talk about what the right job is for each child.

**Suggested Answer Key**

A: John wants to be a computer programmer because he is patient and he likes working with numbers. He is good at Science and Maths.

B: I think you are right.

A: Kira wants to be a fashion designer because she is




*creative, interested in fashion and she likes making clothes. She is really good at Art.*

**B:** *I think you are right. etc*

**b)  To listen for confirmation**

Play the recording for Ss to listen and check their answers as they read along.

 **Grammar**

**3  To present and practise the past continuous**

- Ss' books closed. Say and then write on the board: *I **was studying** History yesterday afternoon.* Underline the words in bold. Ss repeat after you. Explain that we use the past continuous tense to talk about an action that was in progress in the past. We don't know when the action started or finished. Present the rest of the persons in the same way. Show Ss how the negative and interrogative are formed as well as short answers.
- Ss' book open. Refer Ss to the grammar box and read the explanations aloud. The Ss write the sentences. Check their answers.

**Answer Key**

- It was raining all day yesterday.*
- What were you doing in the kitchen this morning?*
- They weren't having lunch at 3 yesterday afternoon.*
- Was Sue talking on the phone all this time?*

 **Listening**

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

- Play the recording.
- Ss listen and choose Yes or No.
- Check their answers.

**Answer Key**

- |       |       |       |
|-------|-------|-------|
| 1 Yes | 3 No  | 5 Yes |
| 2 No  | 4 Yes | 6 Yes |

**AUDIOSCRIPT**

**Inspector Parrot:** *Lord Spook, sir. Can you please tell me what you were doing between 7 and 10 last night?*

**Lord Spook:** *Certainly, inspector. I was watching a play at the theatre.*

**Inspector Parrot:** *Thank you, Lord Spook. Now, Ellen – you're the maid, I believe?*

**Ellen:** *Yes, sir – and I was cooking in the kitchen. I was making a lovely meal for Lord Spook to eat after the theatre.*

**Inspector Parrot:** *I see. Where's Bill, the gardener?*

**Bill:** *I'm here, inspector. I was in my room all evening. I was watching football on TV.*

**Inspector Parrot:** *Very well. Now I need to talk to Mr Prim, the butler.*

**Mr Prim:** *Yes, sir – of course, sir. Well, I was reading a book in the library all evening.*


**Inspector Parrot:** *Thank you, Mr Prim. James, the chauffeur – you're next. What were you doing?*

**James:** *I was fixing one of Lord Spook's cars all evening.*

**Inspector Parrot:** *Alright, now is there anyone else? Oh yes, of course, young William, Lord Spook's son.*

**William:** *I was watching a DVD. They cancelled the football match because it was raining, so I was watching a detective film.*

**Inspector Parrot:** *Aha! Now I know who the burglar is ...*

**b)  To practise the past continuous – interrogative & short answers**

- Read the example out loud and ask Ss to work in pairs and ask and answer about what the people in Lord Spook's house were doing last night.
- Ask some pairs to report back to the class.

**Answer Key**

**A:** *Was Ellen cleaning the kitchen?*

**B:** *No, she wasn't.*

**A:** *Was Bill planting flowers?*

**B:** *No, he wasn't.*

**A:** *Was Mr Prim reading a book?*

**B:** *Yes, he was.*

**A:** *Was James fixing the car?*

**B:** *Yes, he was.*

**A:** *Was William watching a film?*

**B:** *Yes, he was.*

**5 a)  To practise the past continuous**

- Refer Ss to the report and tell them to use their answers from Ex. 4 to complete it in their notebooks.
- Check their answers.

**Answer Key**

- 2 *wasn't cleaning the kitchen*
- 3 *wasn't planting flowers*
- 4 *was reading a book*
- 5 *was fixing the car*
- 6 *was watching a film*

b) **Aim** To predict specific information

- Refer Ss to the report and ask who the burglar was and why they believe he/she did it.
- Ask individual Ss to report back to the class.

**Suggested Answer Key**

*I think Bill the gardener was the burglar because there was no football match on TV. They cancelled it because it was raining.*

 **Speaking and Writing**

**6** **PORTFOLIO** **Aim** To talk and write about you and your family using the past continuous

- Read out the example.
- Ask Ss, in pairs, to talk about what they and their families were doing at seven o'clock yesterday evening.
- Then Ss write the text in their notebooks. Alternatively, this can be done for homework.

**Suggested Answer Key**

*I was watching TV at seven o'clock yesterday evening. My dad was reading the newspaper and my mum was cooking dinner. My brother was doing his homework and my sister was talking on the phone with her friend.*

**Let's Play!**

**Aim** To practise the past continuous through a game

- Read the example and explain the game.
- Ss, in pairs, ask and answer questions until they correctly guess what their partners were doing at 7 o'clock yesterday evening.
- Write prompts on the board for Ss to use.

**Suggested Answer Key**

- A: *Were you listening to music?*  
 B: *No, I wasn't.*  
 A: *Were you surfing the Net?*  
 B: *Yes, I was. etc*

**2c**

**Words Vocabulary**

**1** **Aim** To present the new vocabulary

- Refer Ss to the pictures.
- Play the recording.
- Ss listen and repeat together and individually. Check their pronunciation and intonation.
- Write the following headings on the board and ask Ss to complete them with the correct means of transport.

**get on/get off:** double-decker bus, bicycle, scooter, underground, tram, motorbike, ship, coach  
**get into/get out of:** van, helicopter

**Answer Key**

- You get on/off a double-decker bus.*
- You get on/off a bicycle.*
- You get on/off a scooter.*
- You get on/off the underground.*
- You get on/off a tram.*
- You get on/off a motorbike.*
- You get on/off a ship.*
- You get on/off a coach.*
- You get into/out of a van.*
- You get into/out of a helicopter.*

Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

 **Grammar**

**2** **Aim** To present and practise *used to*

- Ss' books closed. Say, then write on the board: *I **used to play the piano.*** Underline the words in bold. Ss repeat after you. Explain that we use **used to** and the infinitive of the verb to refer to past habits or states. Present the rest of the persons in the same way. Show Ss how the negative and interrogative are formed as well as short answers.
- Ss' books open. Refer Ss to the grammar box and read the explanations aloud. Ss read the sentences and complete with **used to** in their notebooks. Check their answers.

**Answer Key**

- 2 *used to cost*
- 3 *didn't use to take*
- 4 *used to take*
- 5 *used to ride*
- 6 *used to ride*
- 7 *used to wear*
- 8 *used to wear*

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

- Go through the pictures and read the example.
- Ss complete the task in their notebooks.
- Check their answers.

**Answer Key**

- Wendy used to walk to school. Now she goes to school by bike.
- Wendy used to write letters. Now she writes emails.
- Wendy used to hate vegetables. Now she eats vegetables.

**Everyday English**

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

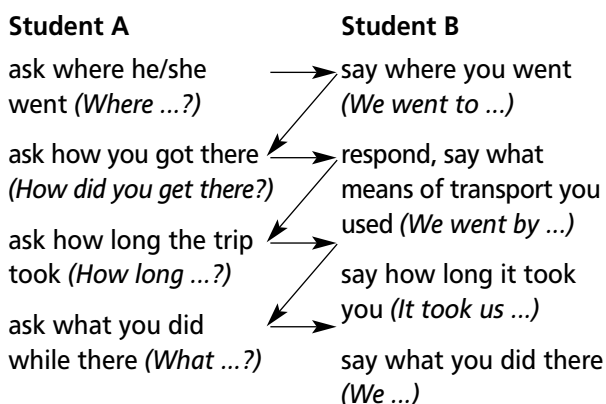
- Play the recording, twice if necessary.
- Ss listen and then read out the dialogue in pairs.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

**b)** **Aim** To take roles and act out a dialogue

- Ask Ss to form pairs. Each pair decides on their roles.
- Allow time for Ss to practise their dialogues.
- The pairs act out their dialogues in front of the class. Check their pronunciation.

**5** **Aim** To make a dialogue

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 4 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**

- A:** *Where did you go on your school trip last weekend?*  
**B:** *We went to the countryside.*  
**A:** *How did you get there?*  
**B:** *We went by train.*  
**A:** *How long did it take you to get there?*  
**B:** *It took us about two hours.*  
**A:** *What did you do while you were there?*  
**B:** *We had a picnic and then visited a farm.*

**Grammar**

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

- Ss' books closed. Write the following on the board, underline the words in bold and explain both past tenses. *I **went** to London last year.* (a completed action), *She **got dressed**, **had** breakfast and **left** for school.* (actions that happened one after the other in the past), *I **was watching** TV at 10 o'clock last night.* (action in progress), *Jack **was playing** a game while Mark **was doing** his homework.* (actions happening at the same time), *They **were eating** dinner when the phone **rang**.* (action in progress in the past when interrupted by a shorter action)
- Ss' books open. Read the explanations in the grammar box aloud. Ask Ss to find the past simple and past continuous forms of the verbs in Ex. 4 and elicit how they are used.

**Answer Key**

*did you go, went, did you get, went, did it take, took, did you do, were, looked, was raining, went*

**Use**

*The **Past Simple** is used for a completed action in the past or actions that happened one after the other in the past. The **Past Continuous** is used for an action in progress in the past, or actions happening at the same time in the past, or an action in progress in the past when interrupted by a shorter action in the **Past Simple**.*

**7 a)** **Aim** To practise the past simple and past continuous

- Ss read the text and complete it with the correct verb tense.
- Check their answers.

**Answer Key**

- |                              |                                  |
|------------------------------|----------------------------------|
| <b>2</b> <i>was shining</i>  | <b>7</b> <i>was slowing down</i> |
| <b>3</b> <i>were driving</i> | <b>8</b> <i>hit</i>              |
| <b>4</b> <i>were singing</i> | <b>9</b> <i>got</i>              |
| <b>5</b> <i>saw</i>          | <b>10</b> <i>stood</i>           |
| <b>6</b> <i>was walking</i>  |                                  |

## Listening

- b) **Aim** To predict the ending of a story
- Ask Ss to read the sentences and guess the ending.
  - Ss listen and check their answers.

### Answer Key

A

### AUDIOSCRIPT

**Boy:** *As we were standing there, another farmer came along on a tractor. He offered us a lift, so all ten of us jumped on his tractor! We finally arrived at our campsite two hours later. We were very late but we had a great ride!*

## Writing

- 8 **PORTFOLIO** **Aim** To write your own ending for a story

Ask Ss to write their own ending for the story. Alternatively, this can be done for homework.

### Suggested Answer Key

*The driver took his mobile phone out of his pocket. He called the campsite and they sent another minibus to pick us up. When the bus came, we all jumped on. We finally arrived at our campsite two hours later. We were very late, but we had a great ride!*

## **2d**

## Reading

- 1 **Aim** To predict the content of the text
- Refer Ss to the title and the pictures of the two children and ask them to tell you what they think is amazing about them. Have a brief class discussion.
  - Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the students to look up the meanings in their dictionaries.

### Suggested Answer Key

*I believe these young children are gifted and very successful. The first boy is probably famous for some things he did connected with medicine. The second boy probably wrote a best-selling book.*

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

- Play the recording for Ss to listen as they follow along.
- Ask Ss to read the texts on their own and answer the questions.
- Check Ss' answers.

### Answer Key

- 1 He was born on 23rd April, 1993.
- 2 He started talking when he was ten months old.
- 3 He was seven when he performed his first surgery.
- 4 He was born in Colorado, USA.
- 5 The title of his first book is 'How to Talk to Girls'.
- 6 Some of Alec's advice is "comb your hair, dress nicely, and don't overdo it with the compliments."

- 3 **Aim** To practise new vocabulary

- Direct Ss' attention to the sentences and the missing information.
- Ss read the texts again and complete the sentences in their notebooks.
- Check their answers.

### Answer Key

- |   |         |   |           |
|---|---------|---|-----------|
| 2 | passion | 4 | performed |
| 3 | cure    | 5 | overdo    |

- 4 **THINK** **Aim** To express personal opinion

Ask individual Ss to discuss what they found impressive from the text. Alternatively, ask the students to complete the task in writing.

### Suggested Answer Key

*Akrit started reading Shakespeare at the age of five. He performed his first surgery at the age of seven. He wants to cure cancer.*

## Listening and Speaking

- 5 **Aim** To listen for specific information

- Refer Ss to the sentences.
- Ss listen and choose Yes or No.
- Check their answers.

### Answer Key

- |   |     |   |     |   |     |
|---|-----|---|-----|---|-----|
| 1 | Yes | 3 | No  | 5 | Yes |
| 2 | No  | 4 | Yes | 6 | Yes |

**AUDIOSCRIPT**

**Reporter:** (fade in) ... With us today in the studio we have Robert Tunic. He's come to talk to us about Emily Bear. She's a very talented young pianist, and people are calling her the next Mozart. Hello, Robert. It's lovely to have you with us today.

**Robert:** Thank you. It's nice to be here.

**Reporter:** So, Robert. First of all, where was Emily born?

**Robert:** She was born in the USA.

**Reporter:** When was that?

**Robert:** She was born on the 30th August, 2001!

**Reporter:** Amazing! When did she start playing the piano?

**Robert:** Well, she started playing when she was two.

**Reporter:** Only two years old? That's fantastic! Does she compose any of her own music?

**Robert:** Yes, she started composing when she was 3. She's the composer of about 120 pieces of music.

**Reporter:** 120 pieces, wow! She also played at the White House for the president. That's a lot for someone so young. What about the future? What are her plans?

**Robert:** She would like to use her talent to help and inspire others. And she would like to continue giving money to charity. Emily thinks giving is very important in life.

**Reporter:** Very wise words. Thank you for talking to us today, it's been a pleasure.

**Robert:** Thank you.

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

- Refer Ss to the speech bubbles and read them.
- Ss work in pairs. One student has the role of the reporter and the other student the role of Akrit or Alec.
- Ss take turns interviewing each other as in the example.

**Suggested Answer Key**

**Reporter:** Where were you born?

**Akrit:** I was born in Himachal Pradesh, India.

**Reporter:** When were you born?

**Akrit:** I was born on 23rd April, 1993.

**Reporter:** When did you start talking?

**Akrit:** I started talking when I was ten months old.

**Reporter:** When did you start reading?

**Akrit:** I started reading when I was five years old.

**Reporter:** When did you perform your first surgery?

**Akrit:** I performed my first surgery when I was seven.

**Reporter:** What is your dream?

**Akrit:** My dream is to find a cure for cancer. etc

**Pronunciation****7**  **To pronounce /ɑ:/, /ɒ/ and /ɔ:/**

- Read all the words in the table out loud.
- Ss repeat after you.
- Play the recording as Ss listen and choose.
- Play the recording again, stopping after each word so 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 Ss' answers and pronunciation.

**Answer Key**

/ɑ:/: ask, star

/ɒ/: strong, officer

/ɔ:/: saw, born

 **Grammar****8**  **To present and practise adverbs of manner**

- Ss' books closed. Say, then write on the board: *He is a **bad** swimmer.* Underline the word in bold. Explain that **bad** is an adjective and it describes what kind of swimmer he is. Point out that adjectives go before nouns. Say, then write on the board: *He swims **badly**.* Underline the word in bold. Explain that **badly** is an adverb of manner and it describes how he swims. Point out that adverbs of manner usually go after verbs.
- Ss' books open. Refer Ss to the grammar box and read the explanations aloud. Ss rewrite the sentences. Check their answers.

**Answer Key**

2 *Kelly plays the piano terribly.*

3 *Max dances well.*

4 *I run fast.*

5 *Sam swims badly.*

6 *Mr Potter works hard.*

 **Writing****9**  **To write about a famous person you admire**

- Ask Ss to write about Emily Bear or choose a famous person they admire and write about him/her. They can use the Net to find the information they need.
- Allow Ss time to write their articles. Alternatively, this can be done for homework.

- Ask Ss to include pictures of the people they choose to write about in their articles.

### Suggested Answer Key

*Jason O'Neill is a young businessman. He was born in Temecula, California.*

*Jason started his own business called Pencil Bugs when he was 9 years old. He made and sold bug-like pencil toppers. After the success of Pencil Bugs he began making matching bookmarks and T-shirts.*

*Jason is planning to make a Pencil Bugs board game, a video game and then one day, maybe even a Pencil Bugs film!*

### Dictation (Optional)

If you wish, you can do the dictation for Module 2. See p. 152.

## Myths and Legends

### 1 **Aim** To choose music for a film

- Tell Ss to pretend they are making a short film about fairies.
- Tell them they are going to listen to two pieces of music and ask them to choose the one that is the most appropriate for their film.
- Play the recording as Ss listen and choose. Ask them to justify their choice.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

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

- Play the recording for Ss to listen as they follow along.
- Ask Ss to read the texts on their own and answer the questions.
- Check Ss' answers.

#### Answer Key

*poem: second text*

*quote: third text*

*introduction to fairies: first text*

### 3 **Aim** To complete a poem and practise new vocabulary

- Refer Ss to the poem and ask them to use the words to complete it.
- Check Ss' answers.

#### Answer Key

2 air

4 ground

3 day

5 wings

### 4 **THINK Aim** To expand on the topic through artwork

Ask Ss to choose one sentence they found impressive from the texts and draw a picture related to it. Ask individual Ss to present their work to the rest of the class.

## Fun Time 2

### That's pretty amazing!

#### **Aim** To learn interesting facts about famous people

- Refer Ss to the pictures. Ask them to say who these famous people are.
- Ask individual Ss to read each fact aloud.
- Elicit/Explain the meaning of any unknown words.

### Let's Play!

#### **Aim** To practise adverbs of manner through a game

- Ss take turns saying the sentence: 'A vet helps sick animals.' in a variety of ways (sadly, happily, fast, slowly, loudly) depending on your instructions.
- Choose a S and say: *Say the sentence loudly.* S has to say the sentence in a loud manner.
- Repeat until all the Ss have had a turn.

### Ha ha ha!

#### **Aim** To read for pleasure

- Refer 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 Ss to look at the picture and say what they can see (*a couple in a car driving in Hollywood*).
- Play the recording. Ss listen and follow the song in their books.
- Play the recording again. Ss listen and sing along.
- Ask Ss to name the famous people the singer saw on Hollywood Boulevard.

#### Answer Key

*The singer saw Kellan Lutz, Shakira and Beyoncé.*

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

Ask Ss to pretend they were driving along Hollywood Boulevard and say which famous people they saw.

**Suggested Answer Key**

*While I was driving along Hollywood Boulevard I saw Robert Pattinson and Kristen Stewart. They were shopping. I also saw Lady Gaga. She was driving her car. She waved to me. It was really exciting!*

**Self-Check 2**

- 1** 1 *creative*                      5 *shop assistant*  
 2 *in*                                      6 *honest*  
 3 *sociable*                            7 *of*  
 4 *dog walker*                        8 *photographer*
- 2** a 3      b 4      c 1      d 2      e 5
- 3** 1 *use*                                  5 *got*  
 2 *was cooking,*                      6 *used*  
    *was washing*                      7 *were walking*  
 3 *went*                                  8 *left*  
 4 *did you leave*
- 4** 1 A      2 B      3 B      4 A      5 B
- 5** 1 C      2 B      3 A

## Across Cultures

### 1 **Aim** To familiarise the students with two different theme parks

- Ss' books closed. Write *theme park* on the board and explain/ elicit what it means. Ask Ss to think of different types of themes (space, myths and mythology, adventure, western, fantasy, etc) of entertainment parks.
- Ss' books open. Refer Ss to the pictures and ask them to say what they think the theme of each park is. Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries. Ss read the texts again, silently, and complete the task. Check their answers. Ask individual Ss to read the texts out loud.

#### Answer Key

1 B    2 A    3 A    4 B

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

Ask Ss if they know any theme parks in their country and encourage them to talk about the different attractions, rides, etc they can see there.

#### Suggested Answer Key

*There are a lot of theme parks in my country. One of them is Alton Towers. There are a lot of things you can do there. You can go on some really great rides. You can go to a concert or watch a firework display. You can also have a lot of fun at the water park there. There are lots of restaurants there, too, so you can have something to eat.*

### 3 **PORTFOLIO Aim** To write about a theme park in your country

- Ss use the texts in Ex. 1 as models as well as their ideas from Ex. 2 to write about a theme park in their country. Alternatively, this can be done for homework.
- Ask Ss to include pictures of the theme parks.

#### Suggested Answer Key

*Alton Towers is the most popular theme park in the UK. It's got twelve different themes including Adventure Land, Dark Forest and Cloud Cuckoo Land. You can go on many exciting rides and see amazing attractions such as Charlie and the Chocolate Factory. Alton Towers has something for everyone!*



## CLIL TIME: Maths

### 1 **Aim** To familiarise Ss with the science of cryptology

- Ss' books closed. Write the word *cryptology* on the board and explain/ elicit what it means. Ask Ss to tell you, in L1, why they think we use codes, how cryptology got started, who uses this science and if they have ever decoded a secret message themselves.
- Ss' books open. Refer Ss to the headings (A-C) and the paragraphs (1-3) in the text. Then elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries. Ss then read the paragraphs and match them to the headings. Check their answers.

#### Answer Key

1 A    2 C    3 B

### 2 a) **Aim** To decode a message

- Ask Ss to calculate the sum of each equation, refer to the key above and write the corresponding letters in their notebooks in order to break the code.

#### Answer Key

2+2	3x5	5x5	20-5	17+4
<u>D</u>	<u>O</u>	<u>Y</u>	<u>O</u>	<u>U</u>

2x6	3x3	14-3	0+5	9+4	18+7
<u>L</u>	<u>I</u>	<u>K</u>	<u>E</u>	<u>M</u>	<u>Y</u>

1x3	7+8	2x2	9-4
<u>C</u>	<u>O</u>	<u>D</u>	<u>E</u>

### b) **Aim** To write your own secret message in code

- Allow Ss some time to write their own coded message.
- Then, in pairs, they decode each other's messages.

#### Suggested Answer Key

5+4	7-4	1x1	2x7	15+5
-----	-----	-----	-----	------

4-2	15+3	10-5	2-1	6+5
-----	------	------	-----	-----

2x10	6+2	3x3	12+7	5-2	9+6	3+1	5x1
------	-----	-----	------	-----	-----	-----	-----

*Answer: I can't break this code!*

# Module 3

## Furry friends

<b>Topic</b>	
In this module, Ss will explore the topics of wild animals, parts of animals and pets.	
<b>Module page</b>	<b>37</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Wild animals ( <i>giraffe, koala, lion, crocodile, cheetah, turtle, snail, crab, seagull, ostrich, flamingo, monkey</i> )	
<b>3a</b>	<b>38-39</b>
<b>Lesson objectives:</b> To talk about a trip to the mountains, to present and practise the comparative form of adjectives, to talk about animals, to make a poster <b>Vocabulary:</b> Animals ( <i>leopard, deer, bear, lizard, eagle, snake, squirrel, owl, wolf, fox</i> )	
<b>3b</b>	<b>40-41</b>
<b>Lesson objectives:</b> To talk about animals, to present and practise superlatives, to write a fact file about an animal <b>Vocabulary:</b> Parts of animals ( <i>long neck, thin legs, hard shell, sharp beak, soft fur, sharp claws, sharp teeth, long tail</i> )	
<b>3c</b>	<b>42-43</b>
<b>Lesson objectives:</b> To talk about pets, to present and practise adverbs of degree, to present and practise a situational dialogue <b>Vocabulary:</b> Pets ( <i>budgie, goldfish, hamster, kitten, puppy, rabbit, tortoise, goose, iguana</i> ); At the vet's ( <i>What's the matter?, What's up with him/her?, Let me see., There's no need to worry., She/He's not very well., Is something wrong?, That makes me feel better!</i> )	
<b>3d</b>	<b>44-45</b>
<b>Lesson objectives:</b> To talk about your pet, to pronounce /aɪ/ and /i/, to write an article <b>Vocabulary:</b> Consolidation	
<b>Enta the Dragon</b>	<b>46</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Consolidation	
<b>Fun Time 3</b>	<b>47</b>
<b>Lesson objectives:</b> To talk about animal riddles <b>Vocabulary:</b> Nouns ( <i>tongue, bad memory, kittens</i> ); Adjectives ( <i>colourful</i> )	
<b>Self-Check 3</b>	<b>48</b>

►► **What's in this module?**

Read the title of the module *Furry friends* and ask Ss to suggest what they think the module is about (*the module is about wild animals, parts of animals and pets*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

**Find the page numbers for**

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

**Answer Key**

*an article about two animals (p. 40)*

*Do you know any unusual or interesting stories about animals?*

*pets (p. 42)*

*Have you got a pet? Which animals make good pets? Why?*

*animal riddles (p. 47)*

*Can you guess the answer to the following animal riddle? It's big and lives in the sea. It is very friendly to people. What is it?*

**Answer Key**

*Koalas live on land.*

*Lions live on land.*

*Cheetahs live on land.*

*Turtles live both on land and in water.*

*Snails live on land.*

*Crabs live both on land and in the water.*

*Seagulls live in the air.*

*Ostriches live on land.*


*Flamingos live both on land and in the air.*

*Monkeys live on land*


**Vocabulary**

**1**  **To present vocabulary for wild animals**

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

**2**  **To practise vocabulary for wild animals and their habitat**

- Explain the task.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to read out their answers.

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

- Ask Ss to look at the pictures.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask 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 on a school trip.*

T: *Why do you think the children look worried in the second picture?*

Ss: *Because there is a bear at the end of the bridge.*

T: *Why do you think Mona is destroying the bridge in the third picture?*

Ss: *To stop the bear from getting across.*

- Now draw Ss' attention to the pictures and the key words.
- Elicit Ss' answers.
- Play the recording while Ss listen and follow along to check their answers.

**Answer Key**

*The children are on a school trip. They are hiking in the mountains. There are dangerous animals around.*

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

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

**Answer Key**

2 mountains      4 animals      6 bridge

3 England      5 bear

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

- Ask the children to imagine they are on the school trip to Canada.
- Draw their attention to the questions.
- Elicit various answers from Ss around the class.

**Suggested Answer Key**

*We are hiking in the mountains. We are enjoying our trip. There are many beautiful animals around, but they are also dangerous. We see a bear on the other side of the bridge and we are afraid it might get across. Mona uses the power of Earth and destroys the bridge!*

 **Vocabulary****3**  **To present new vocabulary**

- Refer Ss to the pictures.
- Explain/Elicit any unknown words.
- Play the recording.
- Ss listen and repeat together and individually. Check their pronunciation and intonation.
- Allow Ss time to complete the task.
- Check their answers.

**Answer Key**

*A lizard is a reptile.*

*An owl is a bird.*

*A deer is a mammal.*

*A snake is a reptile.*

*An eagle is a bird.*

*A wolf is a mammal.*

*A bear is a mammal.*

*A squirrel is a mammal.*

*A fox is a mammal.*

**Did you know?** **To stimulate interest in the lesson**

- Read the *Did you know?* box aloud.
- Initiate a brief class discussion about how animals help our planet.

 **Grammar****4**  **To present comparatives**

- Ss' books closed. Say and then write on the board: *Lucy's hair is **longer than** Mary's*. Underline the words in bold. Explain that we use **the comparative** to compare two people, animals or things. We form the comparative by adding **-er** to the adjective. Say, write and elicit the spelling rules: *tall – taller, nice – nicer, big – bigger, happy – happier*. Then, say and write: *Horses are **more beautiful than** donkeys*. Underline the words in bold. Explain that we form the comparative for adjectives longer than two syllables with **more (than)**. Finally, say and then write: *Mike is **good at Maths** but Tom is **better than** him*. Underline the words in bold. Explain that certain adjectives are **irregular** and change completely in the comparative.
- Ss' books open. Ask Ss to read the Grammar box, making sure that they have understood the comparative form. Then, ask Ss to find examples of the comparative in the dialogue on p. 38.

**Answer Key**

Picture 1: nicer than

Picture 2: higher than, more dangerous than, more dangerous than

**Form/Use**

We form the comparative of adjectives by adding **-er (than)** to short adjectives or **more (than)** to long adjectives. We use the comparative to compare two people, animals or things.

**5** **Aim** To practise the comparative form of adjectives and the new vocabulary

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

**Answer Key**

- 2 I think a bear is more dangerous than a fox.
- 3 I think an eagle is more beautiful than an owl.
- 4 I think a gorilla is heavier than a wolf.
- 5 I think a fox is cleverer than a squirrel.
- 6 I think a lizard is slower than a rabbit.

**Speaking and Writing**

**6** a) **Aim** To practise the comparative

- Draw Ss' attention to the adjectives.
- Allow time for Ss to write their sentences.
- Elicit various answers from different Ss around the class.

**Suggested Answer Key**

- A tiger is shorter than a giraffe.
- A snake is longer than a snail.
- An elephant is fatter than a squirrel.
- A lizard is thinner than a bear.
- A rabbit is smaller than a wolf.
- A leopard is larger than a cat.
- A horse is more beautiful than a hippo.
- A fox is cleverer than a bear.
- A gorilla is stronger than a monkey.
- A whale is heavier than a penguin.
- An eagle is more dangerous than a deer.
- An owl is bigger than a canary.

b) **PORTFOLIO** **Aim** To make an animal poster

- Ask Ss to use their ideas from Ex. 6a as well as the Internet to find pictures.
- Allow Ss time to make their poster and present it to the class. Alternatively, you can ask Ss to do the assignment as part of their homework.

**3b**

**Reading**

**1** a) **Aim** To predict the content of the text and listen for confirmation

- Ask 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 Ss to look up the meanings in their dictionaries.
- Elicit Ss' guesses.
- Play the recording as Ss read along and check their guesses.

**Suggested Answer Key**

I think they met at a zoo or animal park and became friends.

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

- Allow time for Ss to go through the text quickly and choose the correct items.
- Check Ss' answers.

**Answer Key**

Ss choose items 2 and 3.

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

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

**Answer Key**

2 DS 3 T 4 F 5 DS 6 F

b) **THINK** **Aim** To express personal opinion

- Allow time for Ss to read the text and say what impressed them from it.
- Elicit various answers from Ss around the class.

**Suggested Answer Key**

I was impressed with the way Surya and Roscoe immediately became friends. I was also impressed with all the things they do together.

**Words Vocabulary**

**3** a) **Aim** To present vocabulary for animals

- Draw Ss' attention to the box.
- Play the recording as Ss listen and repeat chorally or individually. Check Ss' pronunciation and intonation.

- Elicit the L1 equivalents.
- Allow Ss time to complete the task in their notebooks.
- Check Ss' answers.

**Answer Key**

2 sharp, tail    3 fur, sharp    4 shell, beak

b) **Aim** To present and practise vocabulary

- Ask Ss to look up the meanings of the words in their dictionaries.
- Elicit the L1 equivalents from different Ss around the class.
- Allow Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

A snail has got a hard shell.  
 An ostrich has got a long neck.  
 A lion has got sharp claws.  
 A monkey has got a long tail.  
 A crab has got a hard shell.  
 A flamingo has got a long neck.  
 A cheetah has got sharp claws.  
 A seagull has got a sharp beak.

**Let's Play!**

**Aim** To practise the vocabulary through a game

- Refer Ss to the example and explain the game.
- Ss take turns to guess the animal.

**Suggested Answer Key**

S1: (thinks of koala)  
 S2: Has it got soft fur?  
 S1: Yes, it has. etc

**Grammar**

4 **Aim** To present superlatives

- Ss' books closed. Say and then write on the board: Peter is taller than Bill but John is **the tallest of all**. Explain that we use **the superlative** to compare one person, animal or thing with more than two others. Say, write and elicit the spelling rules: tall – tallest, nice – nicest, big – biggest, happy – happiest. Then, say and write: Dogs are more intelligent than turtles but monkeys are **the most intelligent of all**. Explain that we usually form the superlative for adjectives longer than two syllables with **(the) most ... (of)**. Finally, say and then write: Joe is better at History than Paul but Helen is **the best of all**. Remind Ss that

certain adjectives are **irregular** and change completely in the superlative.

- Ss' books open. Ask Ss to read the Grammar box, making sure that they have understood the superlative form. Allow time for Ss to complete the task. Check their answers.

**Answer Key**

	Adjective	Comparative	Superlative
Short adjectives	long wide big heavy	longer (than) wider (than) bigger (than) heavier (than)	longest (of/in) <b>widest</b> (of/in) <b>biggest</b> (of/in) <b>heaviest</b> (of/in)
Long adjectives	beautiful	more beautiful (than)	<b>the most</b> beautiful (of/in)
Irregular adjectives	good → better, <b>the best</b> bad → worse, <b>the worst</b>		

5 **Aim** To practise the superlative form of adjectives

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

**Answer Key**

2 fastest                      4 oldest                      5 longest  
 3 heaviest                    5 largest

6 **Aim** To practise the comparative and the superlative form of adjectives

- Read out the example and explain the task.
- Allow time for Ss to complete the task.
- Check their answers.

**Answer Key**

2 Leopards are faster than wolves. Cheetahs are the fastest of all.  
 3 Monkeys have got longer tails than dogs. Giraffes have got the longest tails of all.  
 4 Leopards are more dangerous than lions. Crocodiles are the most dangerous of all.  
 5 Koalas have got sharper claws than dogs. Cats have got the sharpest claws of all.

**Listening**

7 **Aim** To listen for specific information

- Play the recording as Ss listen and read to complete the task.

- Check Ss' answers.

**Answer Key**

2 hands      4 25,000      6 40  
 3 90      5 eggs

**AUDIOSCRIPT**

**Teacher:** So, let's see what you remember about the orang-utan. Tell me about its hair, Jodie.

**Jodie:** Miss, it's got red-brown hair.

**Teacher:** Good, what else can you tell me about it?

**Jodie:** Well, it's got long arms and strong hands.

**Teacher:** That's right. Tom, tell me something about its size and weight.

**Tom:** Uhm, it's one to one point six metres long. It weighs between 30 and 90 kilos.

**Teacher:** Very good. What about the orang-utan population, Elliot?

**Elliot:** There are around 19,000 to 25,000 orang-utans in the wild, Miss.

**Teacher:** 19,000 to 25,000, that's right. And what do they eat?

**Elliot:** They eat ... fruit ... ehm, insects and ... birds' eggs!

**Teacher:** Birds' eggs. Excellent. How long do they live, Sophie?

**Sophie:** They live for 35 to 40 years, Miss.

**Teacher:** Good, now let's look at chimpanzees and other monkeys ...

 **Writing**

**8** **PORTFOLIO** **Aim** To write a fact file about an animal

- Draw Ss' attention to the fact file in Ex. 7.
- Allow time for Ss to collect information and write their fact file. Alternatively, assign the task for homework.

**Suggested Answer Key**

**Name:** Giraffe

**Description:** has got white or cream-coloured skin with orange, brown or black patches and a long neck  
**Size:** 5 to 6 metres tall. It weighs between 800 and 1,200 kilos.

**Population:** around 80,000 in the wild

**Eats:** twigs, bushes, grass and fruit

**Lives for:** up to 25 years

**3c**

**Words Vocabulary**

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

- Draw Ss' attention to the pictures.
- Play the recording.
- Ss listen and repeat chorally or individually. Check Ss' pronunciation and intonation.
- Elicit the L1 equivalents.
- Allow time for Ss to label the pictures.
- Check Ss' answers.

**Answer Key**

1 goose      4 tortoise      7 hamster  
 2 iguana      5 budgie      8 rabbit  
 3 goldfish      6 puppy      9 kitten

**b) Aim** To personalise the topic and use adjectives for description

- Refer Ss to the pictures.
- Elicit/Explain the meanings of the adjectives.
- Read out the example dialogue and ask 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:** I'd like to have a puppy as a pet.

**B:** Really? Why?

**A:** Because it's playful and loyal.

**A:** I'd like to have a goldfish as a pet.

**B:** Really? Why?

**A:** Because it's really easy to keep.

**A:** I'd like to have a rabbit as a pet.

**B:** Really? Why?

**A:** Because it's fluffy and quiet. etc

 **Reading**

**2 Aim** To read for specific information

- Elicit/Explain the meanings of the words in the Check these words box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Allow time for Ss to complete the task. Remind Ss there is one extra sentence.
- Check their answers.

**Answer Key**

1 D      2 C      3 A      5 B

 **Grammar**

**3**  **To present adverbs of degree**

- Ss' books closed. Say and then write on the board: *Rabbits are **not very** big. Wolves are **quite** big. Lions are **very** big. Elephants are **extremely** big.* Underline the words in bold. Explain that we use **adverbs of degree** to give more information about the degree of a quality/feature that a person/ animal/object has.
- Ss' books open. Ask Ss to read the sentences in the Grammar box, making sure that they have understood adverbs of degree. Ask them to find examples of adverbs of degree in the texts in Ex. 2.

**Answer Key**


- A extremely                      D Extremely, very  
C quite

**4**  **To practise adverbs of degree**

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

**Answer Key**

- 1 extremely            3 quite            5 not very  
2 very                    4 very


**5**  **To consolidate vocabulary and adverbs of degree**

- Draw Ss' attention to the box and the example sentence.
- Explain the task and allow time for Ss to complete it. Check Ss' answers.


**Answer Key**

- 2 *Iggy's body is not very big.*  
3 *Iggy's got an extremely long tail.*  
4 *Iggy's got a very big mouth.*  
5 *Iggy's got very bright eyes.*  
6 *Iggy's got an extremely large head.*

 **Everyday English**

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

- Play the recording, twice if necessary.
- Ss listen and then read out the dialogue in pairs.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

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

- Refer Ss to the phrases in the box.

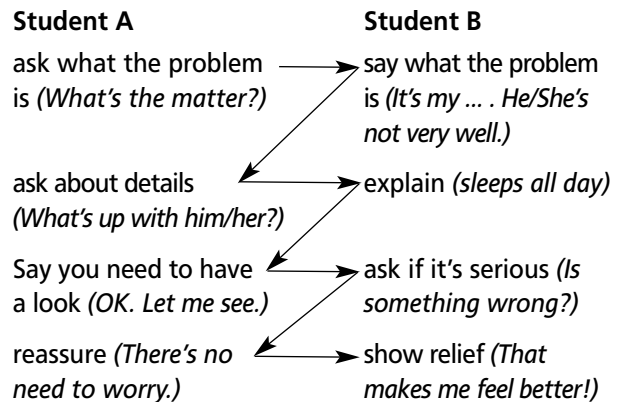
- Allow Ss time to replace the phrases in the dialogue.
- Check their answers.
- Ask a few pairs to act out the dialogue in front of the class.

**Suggested Answer Key**

**Vet:** Hello, Julia. *What's the matter?*  
**Julia:** It's my kitten, Lolly. *She's not very well.*  
**Vet:** Oh, *what's up with her?*  
**Julia:** Well, *she's not eating.*  
**Vet:** How old is she?  
**Julia:** Five months.  
**Vet:** OK. *Let me see.*  
**Julia:** *Is something wrong?*  
**Vet:** I don't think so. *There's no need to worry.*  
**Julia:** *That makes me feel better!*

**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**

**Vet:** Hello, Kate. *What's the matter?*  
**Kate:** It's my rabbit, Shelly. *She's not very well.*  
**Vet:** Oh, *what's up with her?*  
**Kate:** Well, *she sleeps all day.*  
**Vet:** How old is she?  
**Kate:** Five years old.  
**Vet:** OK. *Let me see.*  
**Kate:** *Is something wrong?*  
**Vet:** I don't think so. *There's no need to worry.*  
**Kate:** *That makes me feel better!*



**3d**

**Reading**

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

- Draw Ss' attention to the pictures.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Elicit Ss' answers to the questions.
- Play the recording as Ss follow along in their books and check their answers.

**Suggested Answer Key**

*A dog is a man's best friend because a dog loves you very much and is loyal. The text is obviously about someone's pet dog.*

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

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

**Answer Key**

1 a    2 c    3 c    4 a    5 b

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

- Allow Ss time to quickly go through the text and complete the task in their notebooks.
- Check Ss' answers.

**Answer Key**

1 floppy                    3 slippers                    5 wait  
2 tummy                    4 walks

**b)** **THINK Aim** To find the key information in a text

- Refer Ss to the text.
- Allow them time to underline the key information. Then, ask them to use it and talk about Chico in pairs.
- Ask a few Ss to report back to the class.

**Suggested Answer Key**

*Chico is six months old. He has got soft yellow hair and beautiful big brown eyes. He's got floppy ears and quite a long tail. He is very clever and he can do a lot of things. He can't swim or jump very high because he is too young. Chico likes playing football and he loves it when you rub his tummy. He is sometimes quite naughty. He is very energetic and he needs walks every day.*

**Pronunciation**

**4** **Aim** To pronounce /aɪ/ and /ɪ/

- Read all the words in the table out loud. Ss repeat after you.
- Play the recording. Ss listen and choose the correct box in the table.
- Play the recording again, stopping after each word so that 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 Ss' answers and pronunciation.

**Answer Key**

	/aɪ/	/ɪ/		/aɪ/	/ɪ/
wild	✓		life	✓	
lizard		✓	slippers		✓
quite	✓		kitten		✓

**Listening**

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

- Play the recording as Ss listen and match.
- Check Ss' answers.

**Answer Key**

1 a    2 c    3 d    4 b

**AUDIOSCRIPT**

**Narrator: 1**

**Girl:** *My pet, Goldie is three years old. She's got a white body and yellow feet. She's very funny and she follows me around everywhere. Goldie loves playing in our pool! She's the best pet in the world!*

**Narrator: 2**

**Boy:** *My pet Bonnie is four years old. She's very beautiful and she's got big green eyes and soft black and white fur. Bonnie loves playing with her toy mouse and she likes it when I rub her tummy. Bonnie is quite naughty and sometimes she climbs up the curtains! I think she's very funny, though. I love Bonnie very much.*

**Narrator: 3**

**Girl:** *My pet, Adam, is six years old and he's yellow and blue with a long tail. Adam makes quite a lot of noise and he wakes me up every morning. He likes coming out of his cage and flying around. He usually sits on my dad's head. He's a great pet!*

**Narrator: 4**

**Boy:** *My pet, Hoppy, is one year old and she's got very soft white fur and big, floppy ears. Hoppy likes sitting next to me on the sofa. She likes watching TV! Her favourite food is carrots. Hoppy is part of our family and everybody loves her.*

- b) **Aim** To listen for specific information.
- Play the recording again as Ss listen and choose the right answer.
  - Check Ss' answers.

**Answer Key**

1 A    2 B    3 A    4 B

## Speaking and Writing

- 6 **Aim** To personalise the topic
- Allow Ss some time to think about the questions.
  - Elicit various answers from Ss around the class.

**Suggested Answer Key**

- 1 *It's a hamster.*
- 2 *Tiny.*
- 3 *He's 10 months old.*
- 4 *I got him on my ninth birthday.*
- 5 *He's got soft white hair and small black eyes. He's got small ears and a short tail.*
- 6 *He can run fast and climb. He can't jump.*
- 7 *He likes bringing back small things that I throw. He also likes hiding my things.*

- 7 **Aim** To write an article
- Draw the Ss' attention to the plan. Ask them to also think about their ideas from Ex. 6.
  - Allow Ss time to write the article. Alternatively, you can ask Ss to do the assignment as part of their homework.

**Suggested Answer Key**

*I've got a pet hamster called Tiny. He is ten months old. I got him on my ninth birthday.*

*Tiny has got soft white hair and small black eyes. He's got small ears and a short tail. He can run fast and climb but he can't jump.*

*Tiny likes bringing back small things that I throw. He is sometimes quite naughty. He likes hiding my things and he once hid my watch! Tiny is very energetic and I feed him quite often.*

*I can't wait to see Tiny when I get back from school. I think Tiny feels the same way, too! I really enjoy having Tiny as my pet and as my friend!*

**Dictation (Optional)**

If you wish, you can do the dictation for Module 3. See p. 153.

## Enta the Dragon (Episode 2)

- 1 a) **Aim** To promote reading for pleasure
- Ask Ss to look at the pictures and guess what the dialogue is going to be about. (e.g. *Enta rides his scooter to school.*)
  - Play the recording as Ss listen and follow along.
  - Play the recording again with pauses for Ss to listen and repeat chorally.

**Extension**

- Photocopy the episode and tippex out some key words (e.g. *helmet, motorbike, have a race, look out for, hole, give sb a lift*).
- Hand out the photocopies.
- Play the recording.
- Ss listen to the story and fill in the missing words.

- b) **Aim** To take roles and read a dialogue
- Ss take roles and read the dialogue.

## Fun Time 3

- 1 **Aim** To consolidate vocabulary learnt in the module
- Allow Ss time to complete the task in their notebooks.
  - Check Ss' answers.

**Answer Key**

- |            |          |         |
|------------|----------|---------|
| 1 elephant | 3 monkey | 5 horse |
| 2 giraffe  | 4 fish   | 6 cat   |

**Ha ha ha!**

**Aim** To read for pleasure

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

## SONG

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

- Ask Ss to look at the picture and identify the animals.
- Play the recording as Ss listen and follow along.
- Check Ss' answers.
- Play the recording again as Ss listen and sing along.

#### Answer Key

- |                      |           |
|----------------------|-----------|
| 1 release            | 3 breeze  |
| 2 glorious, splendid | 4 respect |

### 2 **THINK Aim** To express personal opinion

- Draw Ss' attention to the question.
- Elicit various answers from different Ss around the class.
- Allow time for Ss to make a poster.
- Alternatively, assign the task for homework.

#### Suggested Answer Key

*We can feed them and look after them. We can protect their homes. We can release them from cages. We can love and respect them. We can try to understand that our world can be much better if we share it with animals.*

## Self-Check 3

- |                    |            |
|--------------------|------------|
| <b>1</b> 1 leopard | 5 squirrel |
| 2 owl              | 6 bear     |
| 3 lizard           | 7 deer     |
| 4 fox              | 8 snake    |

- 2** 1 beak      2 beak      3 fur      4 tail

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

- |              |     |     |
|--------------|-----|-----|
| <b>4</b> 1 B | 3 A | 5 B |
| 2 C          | 4 A | 6 B |

- 5** 1 C      2 B      3 D      4 A

# Module 4

## Weather wise

<b>Topic</b>	
In this module, Ss will explore the topics of holiday activities, weather, seasons and months and clothes.	
<b>Module page</b>	<b>49</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Weather ( <i>It's sunny, It's hot, It's boiling hot, It's cold, It's freezing cold, It's snowy, It's icy, It's cloudy, It's foggy, It's windy, It's rainy</i> )	
<b>4a</b>	<b>50-51</b>
<b>Lesson objectives:</b> To talk about plans and summer holidays, to present and practise <i>be going to</i> , to talk and write about future plans <b>Vocabulary:</b> Holiday activities ( <i>camping, diving, fishing, sunbathing, windsurfing, jet skiing, snorkelling, scuba diving</i> )	
<b>4b</b>	<b>52-53</b>
<b>Lesson objectives:</b> To talk about weather predictions, to present and practise the future simple, to write about future predictions <b>Vocabulary:</b> Seasons ( <i>spring, summer, autumn, winter</i> ); Weather ( <i>consolidation</i> )	
<b>4c</b>	<b>54-55</b>
<b>Lesson objectives:</b> To talk about clothes, footwear and accessories, to present and practise a situational dialogue, to present and practise <i>be going to</i> compared to the future simple <b>Vocabulary:</b> Clothes ( <i>jacket, shirt, trousers, top, jumper, skirt, coat, T-shirt, shorts, dress</i> ); Footwear ( <i>boots, shoes</i> ); Accessories ( <i>gloves, belt, socks</i> ); Asking for an opinion ( <i>What about...?, Really?</i> ); Giving an opinion ( <i>I'm not sure..., I believe...</i> )	

<b>4d</b>	<b>56-57</b>
<b>Lesson objectives:</b> To talk about holidays, to pronounce /ɔ:/ and /ɜ:/, to revise tenses, to write an email <b>Vocabulary:</b> Consolidation	
<b>Myths and Legends</b>	<b>58</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Nouns ( <i>thunder, mythology, chariot, lightning</i> )	
<b>Fun Time 4</b>	<b>59</b>
<b>Lesson objectives:</b> To talk about weather sayings <b>Vocabulary:</b> Nouns ( <i>saying, delight, rainbow, fair warning</i> )	
<b>Self-Check 4</b>	<b>60</b>
<b>Across Cultures</b>	<b>61</b>
<b>Lesson objectives:</b> To talk about national animals from around the world <b>Vocabulary:</b> Nouns ( <i>country, character, description, weight, height, food</i> )	
<b>CLIL TIME: Literature</b>	<b>62</b>
<b>Lesson objectives:</b> To talk about seasons <b>Vocabulary:</b> Seasons ( <i>consolidation</i> )	

## ►► What's in this module?

Read the title of the module *Weather wise* and ask Ss to suggest what they think the module is about (*the module is about holiday activities, seasons and months and clothes*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

### Find the page numbers for

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

#### **Answer Key**

*weather sayings (p.59)*

*Do you know any weather sayings? Are they true?*

*gods of thunder (p.58)*

*Can you name any gods from mythology? What do you know about them?*

*An email (p. 56)*

*Do you ever write emails when you are on holiday? What do you write about?*

*an animal related to weather (p.52)*

*Do you think animals can predict the weather? How can you tell?*

## 2 **Aim** To practise vocabulary for the weather

- Explain the task.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to read out their answers.

#### **Suggested Answer Key**

*Today it's windy and cloudy. Last week it was boiling hot.*

## Vocabulary

### 1 **Aim** To present vocabulary for the weather

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

 **Reading**

- 1 a) **Aim** To predict the content of the dialogue
- Ask Ss to look at the pictures and guess what the dialogue is about.
  - Elicit Ss' guesses.
  - Play the recording for Ss to listen to the sounds and see if they match their guesses.

**Suggested Answer Key**

*I think the dialogue is about a holiday by the sea.*

- b) **Aim** To listen and read for confirmation
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask 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 do you think the children are?*  
 S: *They are on a sea holiday.*  
 T: *What do you think is happening in the second picture?*  
 S: *The children are afraid they might hurt a giant turtle.*  
 T: *What is going on in the third picture?*  
 S: *The children are taking pictures.*

- Play the recording.
- Ss listen and follow along to see if their guesses were right.
- Elicit Ss' answers.

**Suggested Answer Key**

*Mona, Emma, Lee and Harry are on holiday in the Caribbean with their parents.*

- 2 a) **Aim** To read for specific information
- Allow time for Ss to read the dialogue again and complete the task.
  - Check Ss' answers.

**Answer Key**

2 T    3 T    4 F (fast)    5 F (turtle)

- b) **THINK Aim** To read the dialogue and come up with another ending

Ask Ss to read the dialogue again and come up with another ending for it.

**Suggested Answer Key**

*Emma uses the power of Water and moves the giant turtle away from the boat.*

**Words Vocabulary**

- 3 a) **Aim** To present new vocabulary
- Refer Ss to the pictures.
  - Explain/Elicit any unknown words.
  - Play the recording.
  - Ss listen and repeat chorally and individually. Check their pronunciation and intonation.
  - Elicit the L1 equivalents.
- b) **Aim** To express personal opinion
- Explain/Elicit the meaning of the adjectives.
  - Read out the example sentence.
  - Allow Ss time to think about the rest of the activities.
  - Elicit various answers from different Ss around the class.

**Suggested Answer Key**

*I think fishing is quite boring.*  
*I think diving is dangerous.*  
*I think sunbathing is very boring.*  
*I think windsurfing is tiring.*  
*I think jet skiing is dangerous.*  
*I think scuba diving is very relaxing.*  
*I think snorkelling is safe for small children.*

 **Grammar**

- 4 **Aim** To present *be going to*
- Ss' books closed. Say and then write on the board: ***I'm going to go fishing on Sunday.*** Underline the words in bold. Explain that we use ***be going to*** followed by ***bare infinitive*** to talk about ***future plans and intentions***. Then, say and write: ***I'm not going to go sunbathing.*** ***Are you going to go sunbathing?*** Underline the words in bold. Elicit the negative and interrogative forms as well as the short answers.
  - Ss' books open. Ask Ss to read the sentences in the Grammar box, making sure they have understood how we form and use *be going to*. Then, ask Ss to find examples of *be going to* in the dialogue on p. 50.

**Answer Key**


**Picture 1:** *who's going to go, is going to be*  
**Picture 2:** *We're going to hurt*

**Form/Use**

We use *be going to* to talk about *plans and intentions in the future*.

It is formed with *be + going to + bare infinitive*.

 **Listening**

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

- Play the recording while Ss listen and match.
- Check Ss' answers.

**Answer Key**

1 b, f    2 a, d, f    3 a, c, f

**AUDIOSCRIPT**

Louise and her parents are going to go on holiday next week. They are going to go camping. Her dad is going to go fishing. Louise isn't going to go snorkelling, but she's going to visit the museums. Her mum is going to relax by the sea. They are all going to buy some souvenirs, too. They are going to have a wonderful time. Happy holiday, Louise!

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

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

**Answer Key**

2 isn't going to go    5 is going to visit  
3 is going to go    6 is going to relax  
4 isn't going to go    7 are going to buy

 **Speaking and Writing**

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

- Read out the example and explain the task.
- Allow time for Ss, in pairs, to talk about their plans for next week. Ask a few pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: What are you going to do next Tuesday?

B: I'm going to go windsurfing.

A: What are you going to do next Wednesday?

B: I'm going to go jet skiing.

A: What are you going to do next Thursday?

B: I'm going to go snorkelling. etc

**b)**   **To write about your plans for next week**


- Ask Ss to think about their plans from Ex. 6a.
- Allow them time to write their sentences.
- Alternatively, you can ask Ss to do the assignment as part of their homework.

**Suggested Answer Key**

Next week I'm going to have lots of fun. On Monday I'm going to go swimming. On Tuesday I'm going to go windsurfing. On Wednesday I'm going to go jet skiing. On Thursday I'm going to go snorkelling. On Friday I'm going to go scuba diving. On Saturday I'm going to go fishing. On Sunday I'm going to go sunbathing. I can't wait!

**4b**

 **Reading**

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

- Ask Ss to look at the picture.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Elicit Ss' guesses.
- Play the recording as Ss read along and check their guesses.

**Suggested Answer Key**

A groundhog probably stays in its hole in the winter and comes out after a long winter sleep.

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

- Allow time for Ss to read the text and choose the correct answer.
- Check Ss' answers.

**Answer Key**

1 a    2 c    3 b    4 a    5 b

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

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

**Suggested Answer Key**

*Groundhog Day is in February.*

*Groundhogs come out of their holes and look for their shadow. If they see it, there will be six more weeks of winter. If they don't, there will be an early spring.*

**Did you know?**



To stimulate interest in the lesson

- Read the *Did you know?* box aloud.
- Initiate a brief class discussion about unusual facts related to the groundhog.



**Vocabulary**



**3** To present new vocabulary

- Refer Ss to the pictures.
- Play the recording.
- Ss listen and repeat chorally and individually. Check their pronunciation and intonation.
- Elicit the L1 equivalents.
- Also elicit various answers about Ss' birthdays.



**4 a)** To practise vocabulary about the weather

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

**Answer Key**

2 *snowy* 3 *sunny* 4 *rainy* 5 *windy*



**b)** To personalise the topic

- Draw Ss' attention to the questions.
- Elicit various answers from different Ss around the class.

**Suggested Answer Key**

- 1 *January is the coldest month. August is the hottest month.*
- 2 *In spring it's sunny. In summer it's hot and sunny. In autumn it's cloudy. In winter it's rainy and windy. etc*



**Grammar**



**5** To present the future simple

- Ss' books closed. Say and then write on the board: *I think I **will** (I'll) go camping in the summer. I **will not** (won't) go windsurfing.* Underline the words in bold. Explain that we form the **future simple** with **will/won't** followed by **bare infinitive** to **make predictions about the future**. Point out that it is the same for all persons.

- Ss' books open. Ask Ss to read the sentences in the Grammar box, making sure that they have understood how we form and use the future simple. Ask Ss to find examples of the future simple in the text on page 52.

**Answer Key**

*will be, will stay, will be*

**Form/Use**

*We form the **Future simple** with **will/won't + bare infinitive**. We use it to make **predictions about the future**.*



**6** To practise talking about the weather

- Read out the example and explain the task.
- Allow time for Ss to make weather predictions in pairs.
- Ask a few pairs to act out their dialogues in front of the class.

**Answer Key**

**A:** *What will the weather be like in Moscow tomorrow?*

**B:** *It'll be snowy.*

**A:** *What will the weather be like in Warsaw tomorrow?*

**B:** *It'll be snowy.*

**A:** *What will the weather be like in Rome tomorrow?*

**B:** *It'll be rainy.*

**A:** *What will the weather be like in Ankara tomorrow?*

**B:** *It'll be windy.*

**A:** *What will the weather be like in Madrid tomorrow?*

**B:** *It'll be cloudy.*



**Speaking and Writing**



**7** To practise using the future simple interrogative and affirmative

- Read out the example and explain the task.
- Allow time for Ss to complete the task.
- Ask a few Ss to read out their sentences.

**Suggested Answer Key**

**2** *Will you have any pets?  
I believe I'll have a dog.*

**3** *What job will you do?  
I hope I'll be a vet.*

**4** *Will you have a big family?  
I believe I'll have a big family.*

**5** *What languages will you speak?  
I hope I'll speak English and Italian.*



6 *Who will be your best friend?  
I think Mark will be my best friend.*

**8** **PORTFOLIO** **Aim** To make predictions about your life in the future

- Ask Ss to use their ideas from Ex. 7.
- Allow them time to write their sentences.
- Alternatively, you can ask Ss to do the assignment as part of their homework.

**Suggested Answer Key**

*30 years from now, I think I'll live in a big house near the sea. I believe I'll have a big family and a dog. I hope I'll be a vet and I'll speak English and Italian. I think I'll have the same best friend, Mark!*

**4c**

**Words** **Vocabulary**

**1** **Aim** To present new vocabulary

- Draw Ss' attention to the pictures.
- Play the recording.
- Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss around the class.
- Allow time for Ss to put each word under the right heading.
- Check Ss' answers.

**Answer Key**

**clothes:** jacket, shirt, trousers, top, jumper, skirt, coat, T-shirt, shorts, dress  
**footwear:** boots, shoes  
**accessories:** gloves, belt, socks

**Let's Play!**

**Aim** To practise vocabulary through a game

- Draw Ss' attention to the questions.
- Allow them three minutes to complete the task.
- Check Ss' answers.

**Suggested Answer Key**

- 1 socks, boots, shoes
- 2 T-shirt, top, shirt, jumper
- 3 skirt, shirt, shoes, socks
- 4 jacket, gloves, coat, jumper, boots
- 5 top, skirt, dress
- 6 boots, shoes, belt

**Reading**

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

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Draw Ss' attention to the texts.
- Explain the task and allow time for Ss to complete it. Remind Ss that there is one extra sentence.
- Check Ss' answers.

**Answer Key**

2 C    3 B    4 A    5 D

**Everyday English**

**3 a)** **Aim** To present a situational dialogue

- Play the recording, twice if necessary.
- Ss listen and then read out the dialogue in pairs.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

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

- Refer Ss to the phrases in the box.
- Allow Ss time to replace the phrases in the dialogue.
- Check Ss' answers.
- Ask a few pairs to act out the dialogue in front of the class.

**Suggested Answer Key**

**Alice:** So, what about these boots?  
**Beth:** Well, I'm not sure they're quite your style.  
**Alice:** Really?  
**Beth:** Why don't you try the brown ones on?  
**Alice:** I believe the black ones are better, but they're expensive.  
**Beth:** How much are they?  
**Alice:** £60.  
**Beth:** That's not too bad.  
**Alice:** OK, I'll go and try them on!

**4** **Aim** To practise role-playing

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

**Student A**

ask your friend's opinion (*What about...?*)

sound sceptical (*Really?*)

express your opinion (*I believe...*)

give price (...)

**Student B**

say you are not sure (*I'm not sure...*)

make another suggestion (*Why don't you...?*)

ask about price (*How much...?*)

encourage your friend to buy what they want (*That's not too bad.*)

### Suggested Answer Key

**Pat:** So, what about these trousers?

**Jane:** Well, I'm not sure they're quite your style.

**Pat:** Really?

**Jane:** Why don't you try the blue ones on?

**Pat:** I believe the black ones are better, but they're expensive.

**Jane:** How much are they?

**Pat:** £50.

**Jane:** That's not too bad.

**Pat:** OK, I'll go and try them on! etc

## Grammar

### **Aim** To present *be going to*/future simple

- Ss' books closed. Say and then write on the board: *I'm going to go shopping on Saturday*. Underline the words in bold. Elicit/Explain that we use **be going to** followed by **bare infinitive** to talk about **future plans and intentions**. Ask Ss to give examples of their own. Now, say and then write on the board: *I think I'll have a big family one day*. Underline the word in bold. Elicit/Explain that we use **will** followed by **bare infinitive** to make **predictions based on what we think, believe or imagine**. Ask Ss to give examples of their own.
- Ss' books open. Ask Ss to read the sentences in the Grammar box, making sure that they have understood the difference between **be going to** and **will** for future reference.

### 5 **Aim** To practise *be going to* and *will*

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

#### Answer Key

- |                       |                       |
|-----------------------|-----------------------|
| 1 <i>is going to</i>  | 4 <i>I'm going to</i> |
| 2 <i>are going to</i> | 5 <i>Will we</i>      |
| 3 <i>Will you</i>     |                       |

### 6 **Aim** To practise *be going to* and *will* and listen for confirmation

- Allow Ss time to complete the task in their notebooks.
- Play the recording while they listen and check.
- Check their answers.

#### Answer Key

- |                             |                       |
|-----------------------------|-----------------------|
| 1 <i>am going to make</i>   | 4 <i>will destroy</i> |
| 2 <i>am going to travel</i> | 5 <i>am going to</i>  |
| 3 <i>will be</i>            |                       |

## Let's Play!

### **Aim** To practise *be going to* and *will* through a game

- Refer Ss to the grid and explain the game.
- Ss play the game in pairs. One S from each pair will be represented by X and the other by O.
- A S chooses a section of the grid and has to make a sentence, using the corresponding word. If the sentence is correct, they fill in their corresponding symbol on the grid.
- A S wins when three continuous sections of a grid are filled with his/her symbol.

#### Suggested Answer Key

*I am going to go to London next year!*

*She will love the blue dress.*

*I am going to go camping this weekend.*

*I'm going to buy a new pair of trousers.*

*I believe I will be rich one day!*

*He won't go to Italy next summer.*

*I think it will snow tomorrow.*

*I hope it won't be rainy in England this summer!*

*I hope it'll be sunny in Madrid in April.*

## 4d

## Reading

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

- Draw Ss' attention to the picture.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask the students to look up the meanings in their dictionaries.
- Elicit Ss' answers to the questions.

- Play the recording while Ss listen and check their answers.

**Suggested Answer Key**

Taylor is at a hotel swimming pool. He is having a good time.

- 2 a) **Aim** To read for specific information
- Allow Ss time to go through the email and answer the questions.
  - Check Ss' answers.

**Answer Key**

- 1 It's really hot and sunny.
- 2 He swims.
- 3 He bought some jeans and T-shirts and went on a tour of the city. He visited the famous Raffles Hotel and had lunch.
- 4 He's going to visit the Marine Life Park.

- b) **Aim** To read for specific information and consolidate vocabulary
- Allow Ss time to read the email again and complete the task.
  - Check Ss' answers.

**Answer Key**

words related to weather: hot, sunny  
 words related to clothes: jeans, T-shirts  
 places in a city: hotel, aquarium

- 3 **THINK Aim** To express personal opinion
- Allow time for Ss to complete the sentence in their notebooks.
  - Elicit various answers from different Ss around the class.

**Suggested Answer Key**

Taylor likes Singapore because there's so much to do there and he's having a fantastic time.

**Pronunciation**

- 4 **Aim** To pronounce /ɔ:/ and /ɜ:/
- Read all the words in the table out loud. Ss repeat after you.
  - Play the recording. Ss listen and choose the correct box in the table.
  - Play the recording again, stopping after each word so that 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 Ss' answers and pronunciation.

**Answer Key**

	/ɔ:/	/ɜ:/
shirt		✓
talk	✓	
sport	✓	
hurt		✓
shorts	✓	
skirt		✓

**Grammar**

- 5 a) **Aim** To revise tenses
- Ss' books closed. Say and then write on the board: *He always **goes** camping in the summer. They **are having** a fantastic time in Spain. We **went** on a tour of the city yesterday. I **was snorkelling** all morning yesterday. I **will** visit New York one day. She **is going to** buy souvenirs tomorrow morning.* Underline the words in bold. Elicit/Explain how we form and use each tense (**present simple**: repeated actions/habits/daily routines, **present continuous**: actions happening now, **past simple**: actions that happened at a certain time in the past, **past continuous**: actions that were in progress in the past, **future simple**: predictions about what we think will happen in the future, **be going to**: plans and intentions in the future).
  - Ss' books open. Ask Ss to read the sentences in the Grammar box, making sure that they have understood how we form and use the present simple/continuous, the past simple/continuous, the future simple and *be going to*. Ask Ss to find examples of the tenses in the text on page 56.

**Answer Key**

*I'm having, I'm, It's, swim, is, bought, got, went, visited, had, was, we're going to visit, It's, I'll take, promise*

**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 lives, I talk – he talks*  
 The verbs that finish in **-ss, -sh, -ch, -x and -o**, take **-es**.  
*I miss – she misses, I finish – she finishes, I watch – she watches, I mix – she mixes, I go – she goes*  
 The verbs that finish in a **consonant + y**, omit the **y** and take **-ies**.  
*I cry –she cries.*

The verbs that finish in a vowel + y, only take an -s.

I say – she says

We use **don't/doesn't + basic form of the verb** to form the negative of the present simple.

We use the **present continuous** for actions happening now or fixed arrangements in the near future.

We form the present continuous with: **subject pronoun/noun + am/are/is + main verb + -ing**

We use the **past simple** for completed actions in the past.

The **past simple** is formed with the **verb + -ed**.

We use **didn't + basic form of the verb** to form the negative of the past simple.

We use the **past continuous** for actions that were in progress in the past.

The **past continuous** is formed with **subject pronoun/noun + was/were + main verb + ing**

We use the **future simple** to make predictions about the future.

It is formed with **will/won't + bare infinitive**.

We use **be going to** to talk about plans and intentions in the future.

It is formed with **be + going to + bare infinitive**.

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

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

**Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 c | 3 b | 5 b |
| 2 c | 4 c | 6 a |

**Listening**

**6 Aim To listen for specific information**

- Play the recording while Ss listen and choose.
- Check Ss' answers.

**Answer Key**

- |       |       |       |
|-------|-------|-------|
| 1 YES | 3 NO  | 5 YES |
| 2 NO  | 4 YES | 6 NO  |

**AUDIOSCRIPT**

**Dad:** Hi Kerry. It's Dad.

**Kerry:** Oh, hi Dad!

**Dad:** So, how's Peru?

**Kerry:** It's fantastic! We're having a great time! The weather is really hot.

**Dad:** Excellent. What's the hotel like?

**Kerry:** It's really big and there's a swimming pool. I swim every day!

**Dad:** That's good.

**Kerry:** Mum and I went shopping yesterday. We bought some traditional skirts and jackets. They're lovely!

**Dad:** Did you get me anything?

**Kerry:** Don't worry. We bought you a traditional hat.

**Dad:** Really? So, what else did you do?

**Kerry:** Well, last night we went on a tour of the city by night. The lights are so pretty. It was fabulous.

**Dad:** It sounds lovely. And what are you going to do tomorrow?

**Kerry:** We're going to sail around the Palomino islands.

**Dad:** Lucky you! Are you going to go snorkelling?

**Kerry:** Oh, I hope so! I can't wait!

**Dad:** Ok, Kerry, let me speak to mum ...

**Speaking and Writing**

**7 Aim To personalise the topic**

- Draw Ss' attention to the activities.
- Read out the example sentence and allow them time to think about their holiday plans.
- Elicit various answers from different Ss around the class.

**Suggested Answer Key**

*On my next holiday, I'm going to swim and relax by the sea every day. I'm going to go on a tour of the city and buy souvenirs. I'm going to take lots of pictures. etc*

**8 Aim To write an email**

- Refer Ss to Ex. 2 and the plan in Ex. 8. Ask them to also think about their ideas from Ex. 7.
- Allow time for Ss to write their email.
- Alternatively, you can ask Ss to do the assignment as part of their homework.

**Suggested Answer Key**

*Dear Lisa,*

*I'm having a fantastic time here in Marseille. I'm here with my mum and my brother. It's really hot and sunny, but our hotel is by the sea, so I swim every day!*

*There's so much to do here! Yesterday, we went shopping. My mum and I bought sunglasses and my brother bought a hat. We went on a tour of the city, too. After that, we visited the famous Château d' If. It was exciting!*

*Tomorrow, we're going to visit the Marseille History Museum. It's the first historical museum in France. I can't wait to see the exhibitions!*

*I'll take lots of pictures, I promise!*

*Talk soon,*

*Mary*

**Dictation (Optional)**

If you wish, you can do the dictation for Module 4. See p. 154.

**Myths and Legends**

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

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

**Suggested Answer Key**

*The two gods in the pictures are from mythology. They must be strong and brave.*

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

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

**Answer Key**

1 B      3 T      5 T  
2 B      4 I      6 I

b) **THINK Aim** To express personal opinion

- Refer Ss to the texts. Ask them to tell you two things that impressed them.
- Elicit various answers from different Ss around the class.

**Suggested Answer Key**

*I was impressed with the way the two gods look; they are both strong men riding a chariot across the sky. I was also impressed with their power to protect people.*

**3** **PORTFOLIO @ Aim** To present information about a weather god from mythology

- Ask Ss to look up information on the Internet or look in encyclopaedias/other reference books. Allow them time to collect information and make their presentation.
- Alternatively, assign the task for homework.

**Suggested Answer Key**

*In Greek mythology, Zeus was the god of the sky and thunder. He was the King of the gods, ruling the world from his throne on Mount Olympus. He was big and strong. He had white, curly hair and a white, curly*

*beard. His main weapon was the thunderbolt. He threw it whenever he became angry. His bird was the eagle and his tree was the oak. According to legend, he punished liars and he protected the weak. Pictures usually show Zeus standing and holding a thunderbolt in his right hand or sitting on his throne in majesty, holding a sceptre.*

**Fun Time 4**

**Weather sayings!**

**1** a) **Aim** To present and practise weather sayings

- Draw Ss' attention to the pictures.
- Elicit/Explain the meaning of the sayings.
- Allow Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

1 d      2 c      3 a      4 b

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

- Refer Ss to the saying. Elicit/Explain its meaning.
- Allow Ss time to draw a picture and present it to the class.
- Alternatively, assign the task for homework.

**Ha ha ha!**

**Aim** To read for pleasure

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

**SONG**

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

- Allow Ss some time to read the song and complete the task in their notebooks.
- Play the recording. Ss listen and follow the lines in their books to check their answers.
- Play the recording again. Ss listen and sing along.

**Answer Key**

1 blue      2 clear      3 sea      4 mountains

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

- Play the recording again.
- Refer Ss to the question.
- Elicit various answers from different Ss around the class.

# Module 4

## Suggested Answer Key

The song makes me feel sad because the Earth is suffering. It also makes me feel responsible for saving our planet.

## Self-Check 4

- 1** 1 windsurfing      3 fishing  
2 jet skiing      4 snorkelling
- 2** a 3      b 2      c 1      d 4      e 5
- 3** 1 yes      3 yes      5 yes  
2 yes      4 yes      6 no
- 4** 1 C      2 A      3 B      4 A      5 B
- 5** 1 style      3 better      5 bad  
2 try      4 much

## Across Cultures

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

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

#### Answer Key

*The bald eagle is the national animal of the USA.*

*The grey wolf is the national animal of Turkey.*

*The brown bear is the national animal of Russia.*

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

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

#### Answer Key

2 *The bald eagle hasn't got a small beak. It's got a big beak.*

3 *The grey wolf doesn't belong to the bear family. It belongs to the dog family.*

4 *The grey wolf hasn't got a short tail. It's got a long tail.*

5 *The grey wolf doesn't eat fish. It eats mice, rabbits and deer.*

6 *The brown bear isn't friendly. It can be very dangerous.*

7 *The brown bear's weight isn't 152 kilos. It's up to 850 kilos.*

8 *The brown bear hasn't got a small nose. It's got a long nose.*

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

- Allow Ss time to read the texts and complete the task.
- Check Ss' answers.
- Ask a few Ss to choose an animal and talk about it.

#### Suggested Answer Key

NAME	Bald Eagle	Grey Wolf	Brown Bear
COUNTRY	USA	Turkey	Russia
CHARACTER	brave strong	clever protective	powerful dangerous
DESCRIPTION	white head and tail, big beak, very large wings, sharp claws	big ears long nose long tail	small ears, long nose, fur all over their body
WEIGHT		up to 60 kilos	up to 850 kilos
HEIGHT		1.5 metres long	1-1.5/1.5-2 metres high
FOOD	fish, ducks, birds, mice, snakes	mice, rabbits, deer	meat, fish, plants

*The brown bear is the national animal of Russia. It is powerful and dangerous. It has got small ears, a long nose and fur all over its body. It weighs up to 850 kilos and it is 2 metres high when standing up. It eats meat, fish and plants.*

### 4 **PORTFOLIO** @ **Aim** To find information about the national animal of your country

- Ask Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for Ss to collect information and make their presentation.
- Alternatively, assign the task for homework.

#### Suggested Answer Key

*The white-tailed eagle is the national animal of Poland because it is very big and strong. It's got a large head and beak, huge wings and sharp claws. It's one of the heaviest eagles in the world, weighing up to 7 kilos! White-tailed eagles can live over 25 years. They eat fish, birds and mammals.*

## CLIL TIME: Literature

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

- Elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Elicit Ss' guesses.
- Play the recording as the Ss listen and read to check their answers.

#### Answer Key

*spring: flowers blooming, birds singing*

*summer: hot sand, swimming in the sea*

*autumn: wind blowing, dead leaves*

*winter: snow, snowman*

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

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

#### Answer Key

1 *spring* 2 *winter* 3 *autumn* 4 *summer*

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

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

#### Answer Key

1 *Flowers blooming* 3 *Dead leaves*

2 *Beach* 4 *Snowman*

### 4 a) **THINK Aim** To express personal opinion

- Read out the example sentence.
- Ss, in pairs, say which is their favourite season and why.
- Ask a few Ss to report back to the class.

#### Suggested Answer Key

*I like summer because it's warm and bright. etc*

### b) **PORTFOLIO Aim** To make a poster of the four seasons

- Divide Ss into groups of four.
- Allow Ss time to make their poster and present it to the class.
- Ss can draw pictures of their own or use cutouts from the Internet.
- Alternatively, assign the task for homework.



## At the mall

<b>Topic</b>	
In this module, Ss will explore the topics of clothes and patterns, accessories, food items and food-related words.	
<b>Module page</b>	<b>63</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Clothes ( <i>jeans, tie, sweater, tracksuit, vest, scarf, cap, suit, bracelet, cardigan, trainers, handbag</i> )	
<b>5a</b>	<b>64-65</b>
<b>Lesson objectives:</b> To talk about clothes and shopping, to present and practise comparatives and superlatives, to talk and write about clothes <b>Vocabulary:</b> Clothes ( <i>consolidation</i> )	
<b>5b</b>	<b>66-67</b>
<b>Lesson objectives:</b> To talk about clothes, patterns and accessories, to present and practise <i>as...as</i> , to present and practise <i>too/enough</i> , to present and practise a situational dialogue <b>Vocabulary:</b> Patterns ( <i>checked, flowery, plain, striped, spotted</i> ); Clothes ( <i>vest, tie, trousers, top, skirt</i> ); Shopping for clothes ( <i>Is it your size?, What size do you take?, What do you think of...?, No, not really., It's quite...., It's just right.</i> )	

<b>5c</b>	<b>68-69</b>
<b>Lesson objectives:</b> To talk about food and cooking, to present and practise <i>a lot of/much/many/a few/a little</i> <b>Vocabulary:</b> Food ( <i>steak, chips, tuna, spaghetti, pie, lettuce, ketchup, mustard, mayonnaise, doughnut</i> )	
<b>5d</b>	<b>70-71</b>
<b>Lesson objectives:</b> To talk about food and recipes, to practise giving instructions, to pronounce /tʃ/, /ʃ/ and /j/, to write a recipe <b>Vocabulary:</b> Nouns ( <i>volunteer, slices, ingredients, handful, instructions, freezer bag</i> ); Verbs ( <i>raise, chop, crack</i> ); Adjectives ( <i>sliced, chopped</i> )	
<b>Enta the Dragon</b>	<b>72</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Consolidation	
<b>Fun Time 5</b>	<b>73</b>
<b>Lesson objectives:</b> To talk about what women in France used to wear in their hair <b>Vocabulary:</b> Nouns ( <i>fashion, hunt</i> ); Adjectives ( <i>remaining</i> )	
<b>Self-Check 5</b>	<b>74</b>

## ►► What's in this module?

Read the title of the module *At the mall* and ask Ss to suggest what they think the module is about (*the module is about clothes and patterns, accessories, food items and food-related words*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

## Find the page numbers for

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

### Answer Key

*fun food records (p.69)*

*Do you know any unusual records related to food? Do you have a food record?*

*a song (p.73)*

*Do you know any songs related to fashion?  
Do you know any singers famous for their fashionable clothes?*

*a recipe for something sweet (p. 71)*

*What is your favourite recipe? Is it easy to make?*

*Trash fashion (p. 66)*

*What materials can we reuse or recycle to make clothes with?*

## 2 To practise vocabulary for clothes and accessories

- Explain the task.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to read out their answers.

### Suggested Answer Key

1 *jeans, sweater, tracksuit, vest, suit, cardigan*

2 *tie, scarf, cap, bracelet, handbag*

3 *vest*


4 *sweater, scarf, cardigan*

5 *tracksuit, trainers*

## Vocabulary

### 1 To present vocabulary for clothes and accessories

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

**5a** **Reading****1**  **To introduce the topic and predict the content of the text**

- Direct Ss' attention to the pictures.
- Elicit what the dialogue is about.
- Play the recording.
- Ss listen and follow the dialogue in their books and check if their guesses were correct.

**Suggested Answer Key**

*It's about a thief and how the children help the police catch him.*

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

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Allow some time for Ss to read the dialogue again and complete the sentences in their notebooks. Check their answers.

**Answer Key**


- 2 pizza                      4 Harry  
3 thief                      5 clothes

**b)**  **To summarise a dialogue**

- Ss give a summary of the dialogue.
- Check their answers.

**Suggested Answer Key**


*Emma, Mona, Harry and Lee are at the shopping mall. Suddenly, a thief runs out of a clothes shop. Harry tries to catch him, but the thief is faster than him. Mona uses her Power of Earth and stops him. The police arrive and take him away. When everyone goes back to Emma's house, they get some clothes as a thank-you present.*

 **Vocabulary****3**  **To present the new vocabulary**

- Ss complete the task in their notebooks.
- Play the recording.
- Ss listen and check their answers.

**Answer Key**

- 1 tracksuit              3 cardigan              5 bracelet  
2 sweater              4 suit                    6 vest

 **Listening****4**  **To listen for specific information**

- Play the recording.
- Ss listen and choose the correct word.
- Check their answers.

**Answer Key**

*cardigan, trainers, trousers, sweater, jacket, hat*

**AUDIOSCRIPT**

**Mona:** *Come on. Let's try on our new clothes.*

**Emma:** *Wow! Look at this cardigan. Let me try it on. Oh! It's a bit small! It's smaller than my old cardigan. What a pity!*

**Mona:** *Do you like these trousers on me? They're larger than the trousers I usually wear.*

**Emma:** *I love them. They're very trendy! Look at this jacket, Mona. Let me try it on. Oh! It's a bit big! It's bigger than my old jacket. What a pity!*

**Lee:** *These trainers are great! They're the most expensive trainers you can buy!*

**Emma:** *Harry, why don't you try this sweater on?*

**Lee:** *Look at Harry's sweater. It's so funny! It's longer than a dress!*

**Mona:** *OK. What can I try on next? Ah, I know. This hat! I like hats. What do you think, everyone?*

**Lee:** *Cool! These clothes are great.*

**Mona:** *Let's go back to the mall to say thank you!*

 **Grammar****5**  **To present comparatives and superlatives**

- Ss' books closed. Write on the board: *Sandy's hair is **longer than** Mary's.* Underline the words in bold. Explain that when we compare two animals, people or things, we add **-er** to the adjective. Say, write and elicit the spelling rules: *tall – taller, weak – weaker, big – bigger, happy – happier.* Say, then write: *Tina's hair is **the longest** of all.* Underline the **-est**. Explain that we use the superlative to compare one person/animal/ thing with more than two others. Then, say and write: *This white flower is **more beautiful than** that one, but the red one is **the most beautiful** flower of all.* Explain that for adjectives longer than two syllables we use **more (than)** in the comparative form and **most** in the superlative form. Finally, say and write: *Betty is **good at Maths**, but Tom is **better** than her.* Explain that certain adjectives are irregular and explain their comparative and superlative forms.

- Ss' books open. Ask Ss to read the Grammar box, making sure that they have understood the comparative and superlative form. Refer Ss to the dialogue and ask them to find all the comparatives/superlatives. Then elicit how they are formed and used.

### Answer Key

Picture 1: faster than

Picture 2: the bravest

Picture 3: the most expensive

### Form

- With **one-syllable and two-syllable adjectives**, we form **the comparative** by adding **-er**, and **the superlative** by adding **-est**. (*old – older – oldest*)
- With **adjectives of more than two syllables**, we form **the comparative** with **more**, and **the superlative** with **most**. (*intelligent – more intelligent – most intelligent*)
- With some **two-syllable adjectives**, such as *friendly, clever, narrow, etc* we form **the comparative** either with **-er** or with **more**, and **the superlative** either with **-est** or with **most**. (*friendly – friendlier – friendliest*) or (*friendly – more friendly – most friendly*)

### Use

- We use **the comparative** to compare two people, animals, things, places, etc. We can use **than** with the comparative.
- We use **the superlative** to compare one person, thing, animal or place with two or more people, things, animals or places in the same group. We use **the** with the superlative.

## 6 a) To practise comparatives and superlatives

- Refer Ss to the items in Ex. 4.
- Allow Ss some time to choose the correct words in bold.

### Answer Key

1 smaller 2 larger 3 bigger 4 longer

## b) To listen for confirmation

- Refer Ss to Ex. 4 again.
- Play the recording for Ss to check their answers.
- Check Ss' answers.

## 7 To practise comparatives/superlatives and act out dialogues

- Refer Ss to the dialogues and allow them some time to complete the task in their notebooks.
- Check their answers.
- Ss in pairs take roles and act the dialogues out.

### Answer Key

- 2 the most comfortable 4 the most expensive  
3 the best

## Speaking and Writing

### 8 a) To consolidate comparatives/superlatives and express an opinion

- Give Ss a few minutes to formulate their answers.
- Ask individual Ss to tell the class.

### Suggested Answer Key

*The cheapest sweater I've got costs 10 euros. The most expensive jeans I've got cost 100 euros. My blue cardigan is the nicest cardigan I've got.*

### b) To write about your clothes

- Ask Ss to think about their clothes and write a few sentences about them.
- Alternatively, this can be done for homework.

### Suggested Answer Key

*My new belt is more expensive than my old one, but it's nicer. I've got a really nice cardigan, too. It's the best thing in my wardrobe because it's so colourful! My tracksuit is the oldest thing I've got, but I wear it a lot.*

## 5b

## Reading

### 1 a) To predict the content of a text

- Refer the Ss to the phrases and the pictures.
- Read through the phrases and elicit guesses from Ss.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ask individual Ss to report their guesses back to the class.

### Suggested Answer Key

*You can use old CDs to decorate a hat.  
You can use cardboard boxes to make a handbag.  
You can use old ribbons to make belts.  
You can use sweet wrappers to decorate a T-shirt.*

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

- Play the recording.
- Ss listen and follow the text in their books and check if their guesses were correct.

2 **Aim** To read for specific information

- Ss read the text again and answer the questions.
- Check their answers.

**Answer Key**

1 T    2 F    3 F    4 T

3 **THINK Aim** To define and discuss a quotation

- Read the quotation out loud and elicit/explain the meaning of any unknown words.
- Ask Ss to form pairs and discuss what they think it means.
- Ask a few pairs to report back to the class.

**Suggested Answer Key**

*The things one person doesn't need any more can be very useful to another because these people can use them to make many different things.*

**Words Vocabulary**

4 **Aim** To present the new vocabulary

- Refer Ss to the pictures and the vocabulary.
- Elicit/Give the L1 equivalents and read out the example.
- Ask individual Ss to say what kind of clothes the rest of the pictures show.
- Play the recording.
- Ss listen and repeat. Check their pronunciation and intonation.

**Answer Key**

- Number two is a spotted tie.
- Number three is a pair of plain trousers.
- Number four is a checked top.
- Number five is a flowery skirt.

**Grammar**

5 **Aim** To present and practise (*not*) **as ... as**

- Ss' books closed. Say and then write on the board: *Peter's bike is 5 years old. Andy's bike is 5 years old, too. Andy's bike is **as old as** Peter's.* Underline the words in bold. Explain that we use **as ... as** to show that two things/people/places are the same. Show Ss how the negative is formed as well.

- Ss' books open. Read the sentences in the Grammar box aloud. Ss complete the exercise in their notebooks. Check their answers.

**Answer Key**

- isn't as long as*                      4 *as big as*
- as thick as*

6 **Aim** To present and practise **too – enough**

- Ss' books closed. Say, then write on the board: *This hat is **too big**. Ben is **old enough** to drive.* Underline the words in bold. Explain that we use **too + adjective** to show that something is more than we want and that it always has a negative meaning. Explain that we use **adjective + enough** to show that something is as much as we want.
- Ss' books open. Read the sentences in the grammar box aloud. Ss complete the exercise in their notebooks. Check their answers.

**Answer Key**

- The dress isn't casual enough.*
- This shirt is too small.*
- Her socks are too thin.*

7 **Aim** To practise **too – enough**

- Refer Ss to the pictures and the example.
- Ss complete the task in pairs.
- Have some pairs report back to the class.

**Answer Key**

- formal*    2 *baggy*    3 *long*    4 *trendy*

**Suggested Answer Key**

- A:** *What do you think of these trousers?*  
**B:** *I don't like them. They're too baggy.*
- A:** *What do you think of this tie?*  
**B:** *I don't like it. It's too long. etc*

**Everyday English**

8 a) **Aim** To present a situational dialogue

- Play the recording, twice if necessary.
- Ss listen and then read out the dialogue in pairs.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

b) **Aim** To learn synonymous phrases and act out a dialogue

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

- Check their answers.

**Suggested Answer Key**

**Vicky:** *Excuse me, where can I try this top on, please?*

**Shop Assistant:** *The changing rooms are over there.*

...

**Shop Assistant:** *Well, is it your size?*

**Vicky:** *No, not really. It's quite tight.*

**Shop Assistant:** *What size do you take?*

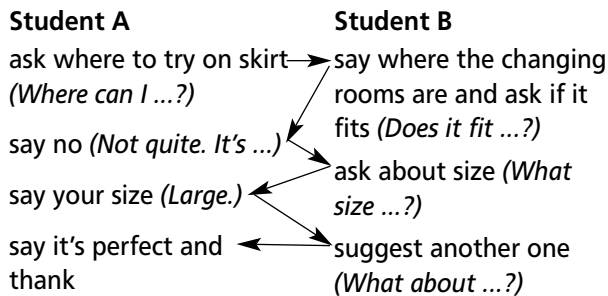
**Vicky:** *Medium.*

**Shop Assistant:** *What do you think of this one? It's a bigger size.*

**Vicky:** *It's just right. Thanks.*

**9** **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 8 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**

**A:** *Excuse me. Where can I try this skirt on?*

**B:** *The changing rooms are over there. ... Does it fit you?*

**A:** *No, not quite. It's a bit tight.*

**B:** *What size are you?*

**A:** *Large.*

**B:** *What about this one? It's bigger.*

**A:** *It's perfect. Thanks!*

**Writing**

**10** **Aim** To write about clothes

Ss write about their favourite clothes.

**Suggested Answer Key**

*I like casual clothes. My favourite style is baggy jeans and a trendy cap. I don't like old-fashioned clothes. I like wearing striped T-shirts. I don't like flowery patterns.*

**Let's Play!**

**Aim** To talk about shopping through a game

- Refer Ss to the example.
- Ss bargain until a deal is made.

**Suggested Answer Key**

**A:** *How much is this tie?*

**B:** *It's fifteen euros.*

**A:** *That's too much. How about ten euros?*

**B:** *That's not enough. This tie is very formal.*

**A:** *OK. Twelve euros then.*

**B:** *It's a deal.*

**5c**

**Words** Vocabulary

**1** **Aim** To present the new vocabulary

- Refer Ss to the pictures and the words.
- Ss complete the task in their notebooks.
- Check their answers.
- Play the recording.
- Ss listen and repeat together and individually. Check their pronunciation and intonation.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

**Answer Key**

- |            |              |              |
|------------|--------------|--------------|
| 1 ketchup  | 5 lettuce    | 9 mustard    |
| 2 pie      | 6 steak      | 10 spaghetti |
| 3 doughnut | 7 mayonnaise |              |
| 4 chips    | 8 tuna       |              |

**Let's Play!**

**Aim** To brainstorm for various food items

- Ss play in teams.
- They read the sentences and think of the items in two minutes.
- The team that finishes first is the winner.

**Suggested Answer Key**

- apple pie, cherry pie, cheese pie
- chicken, chips, carrots
- milk, eggs, cereal
- milk, cheese, butter

- 5 peppers, potatoes, onions, lettuce
- 6 ice cream, cake

## Grammar

### 2 To present *a lot of/much/many/a few/a little*

- Ss' books closed. Say and then write on the board: *1 apple – 2 apples*. Explain that *apples* are countable nouns because we can count them. Now, say and then write on the board: *I've got **a lot of** honey. Tim's got **a lot of** oranges*. Underline the words in bold. Explain that *honey* is an uncountable noun because we can't count it with numbers, therefore, we use **a lot of** with uncountable nouns. Explain that we can also use **a lot of** with plural countable nouns. Say and then write on the board: *There aren't **many** eggs in the fridge but there are **a few** oranges. There isn't **much** milk. There is **a little** juice, too*. Underline the words in bold. Explain that **many** and **a few** are used with countable nouns and **much** and **a little** are used with uncountable nouns.
- Ss' books open. Read the sentences in the grammar box aloud. Ask Ss how **a lot of/much/many/a few/a little** are used in the examples. Finally, elicit the L1 equivalents for the sentences.

#### Answer Key

We normally use **a lot of** in affirmative sentences with plural countable nouns and uncountable nouns. We use **much** and **many** in questions and negations. **Much** is followed by uncountable nouns and **many** is followed by countable nouns. We use **how much** and **how many** in questions. We use **a few** with plural countable nouns. **A few** means not many, but enough. We use **a little** with uncountable nouns. **A little** means not much, but enough.

### 3 To practise countable and uncountable nouns

- Refer Ss to the words and allow them time to complete the exercise in their notebooks.
- Check their answers.

#### Answer Key

- 1 C    3 U    5 U    7 U  
2 U    4 U    6 C    8 U

### 4 To practise *a lot of/much/many/a few/a little*

- Refer Ss to the words in bold. Ss choose the correct words.
- Check their answers.

#### Answer Key

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

## Reading

### 5 To practise *much* and *many*

- Refer Ss to the quiz and elicit/explain any unknown words.
- Ss complete the sentences with *much* or *many* in their notebooks and then they take the quiz.
- Go through each sentence and read out the right answers.

#### Answer Key

- 1 B    4 much, B    7 many, A  
2 many, A    5 many, B    8 many, A  
3 many, A    6 much, B

### 6 To present and practise ways of preparing food

- Refer Ss to the words and the pictures.
- Ss find the odd words.
- Check their answers.

#### Answer Key

- Bake – bread cake ~~lettuce~~  
Peel – ~~cheese~~ apples oranges  
Boil – potatoes eggs ~~juice~~  
Fry – fish ~~mustard~~ steak  
Chop – onions carrots ~~butter~~

## Speaking

### 7 To express an opinion about food

- In pairs, Ss talk about how they like the different foods in the list.
- Ask different pairs to report back to the class.

#### Suggested Answer Key

- A: How do you like your potatoes? Fried or boiled?  
B: Fried. How about you?  
A: Me, too.  
A: How do you like your fish? Fried, baked or boiled?  
B: Baked. How about you?  
A: I like fried fish.  
A: How do you like your chicken? Fried, baked or boiled?  
B: Fried. How about you?  
A: Me, too.

8 **Aim** To act out dialogues

- Ss match the questions to the answers.
- Check their answers.
- Ask Ss to form pairs and act out the dialogues.

**Answer Key**

1 C    2 D    3 A    4 B

## 5d

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

- Ask Ss to look at the title and the picture and guess what the text is about.
- Elicit Ss' answers.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording.
- Ss listen, read and check their guesses.

**Suggested Answer Key**

*I think the text is about children cooking to help other children who need food.*

2 **Aim** To read for specific information

- Ss read the text and answer the questions.
- Check their answers.

**Answer Key**

- 1 Carson Pazdan.
- 2 He was just 5 years old then.
- 3 To help poor children and their families.
- 4 'Omelettes in a Bag'.

3 **Aim** To read for specific information

- Ss read the sentences and choose the correct words in bold.
- Check their answers.

**Answer Key**

- |               |           |
|---------------|-----------|
| 1 raise       | 3 handful |
| 2 ingredients | 4 chop    |

4 **THINK Aim** To talk about a recipe

- Ask Ss to answer the questions by taking simple notes in their notebooks.
- Then ask individual Ss to talk about their recipes.

**Suggested Answer Key**

*My recipe is for frozen yogurt. You need some frozen fruit, like strawberries, some yogurt, two tablespoons of honey and some biscuits. Here's how you make it: First, you blend the fruit for 30 seconds and next you add the yogurt and the honey. Then, you mix it for a minute until it's smooth. Taste it to see if it's sweet enough and add more honey if you want. Finally, you serve the frozen yogurt with your favourite biscuits.*

**Listening and Speaking**5 **Aim** To put instructions in order

- Ss read the recipe and put the sentences in the correct order.
- Play the recording for Ss to check their answers.
- Check Ss' answers.

**Answer Key**

- 4 Then, put the apples on a plate and put them in the fridge for 15 minutes.
- 5 Finally, turn the apples into monsters. Use different kinds of sweets.
- 2 Next, put the bowl in the microwave for two minutes to make a caramel sauce.
- 3 After that, put an ice lolly stick into each apple and roll the apples in the caramel sauce.

6 **Aim** To practise giving instructions

- Refer Ss to the *Language Tip* box.
- Tell them to work in groups and decide on how to make *Caramel Apple Monsters*, as in the example.
- Ask different groups to report back to the class.

**Suggested Answer Key**

*Do you want to make Caramel Apple Monsters? Well, here is what you should do. First, mix the caramel sweets and the milk in a bowl. After that, put the bowl in the microwave for two minutes to make a caramel sauce. Next, put an ice lolly stick into each apple and roll the apples in the caramel sauce. Then, put the apples on a plate and put them in the fridge for 15 minutes. Finally, decorate the apples with different kinds of sweets. Now, you're ready to enjoy your Caramel Apple Monsters!*

**Pronunciation**7 **Aim** To pronounce /tʃ/, /ʃ/ and /j/

- Read all the words in the table out loud.
- Ss repeat after you.
- Play the recording. Ss listen and repeat chorally or individually.
- Play the recording again without stopping.



- Ask individual Ss to say the words and ask the rest of the class for verification. Check Ss' pronunciation.
- Elicit other words with the same sounds and write them on the board.

**Suggested Answer Key**

- /tʃ/ *China, chew, chores*
- /ʃ/ *sugar, shake, dish*
- /j/ *you, beautiful, euros*

**Writing**

**8** **Aim** To write a recipe

Ss write about their favourite recipe, using Ex. 2 and Ex. 5 as models. Alternatively, this can be done for homework.

**Suggested Answer Key**

**Banana Cake**

**Ingredients**

- 2 bananas                      1 egg
- 2 cups of flour                5 tablespoons of milk
- 1 cup of sugar                 1 tablespoon of baking powder

**Instructions**

- First, slice the bananas and put them in a bowl.
- Next, put the flour in another bowl and add the baking powder, the milk and the sugar and mix well.
- After that, crack the egg, add it to the flour and mix it.
- Then, add the banana slices and mix them with a spoon.
- Finally, put the mixture into a pan and bake at 180°C for about an hour.

**Dictation (Optional)**

If you wish, you can do the dictation for Module 5. See p. 154.

**Extension**

- Photocopy the episode and tippex out some key words (e.g. *freeze, idea, try, belong*, etc).
- Hand out the photocopies.
- Play the recording.
- Ss listen to the story and fill in the missing words.

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

Ss take roles and read the dialogue.

**Fun Time 5**

**Fashion Hunt**

**Aim** To revise clothes and accessories

- Ask Ss what they think women in France used to wear in their hair. Write their ideas on the board (e.g. *ribbons, flowers*, etc.).
- Refer Ss to the wordsearch puzzle. Tell them to find and circle eight items we can wear.
- Ss use the remaining letters in the puzzle to find out what women in France used to wear in their hair.
- Check their answers.

**Answer Key**

T	R	A	C	K	S	U	I	T
S	S	W	E	A	T	E	R	H
B	E	L	T	D	R	E	S	S
I	C	A	R	D	I	G	A	N
B	R	A	C	E	L	E	T	P
S	C	O	A	T	S	U	I	T

Women in France used to wear ships in their hair.

**Enta the Dragon (Episode 3)**

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

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

**Ha ha ha!**

**Aim** To read for pleasure

- Refer 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 listen for specific information

- Ask Ss to look at the picture and say who they can see (*a man dancing*).
- Point to the character and elicit what he's called (*King of Chic*).

- Play the recording. Ss listen and follow the lines in their books.
- Play the recording again. Ss listen and sing along.
- Ask Ss to find words in the song that match the definitions/synonyms in sentences 1-3.
- Check their answers.

### Answer Key

1 *trendiest*      2 *stores*      3 *unique*

## 2 **THINK** **Aim** To write a song

- Ask Ss how they could write a different version of the song (e.g. write about a woman and different items of clothing) and write a few ideas on the board.
- Ss complete the task and report back to the class.
- Alternatively, this can be done for homework.

### Suggested Answer Key

#### Queen of Chic

*She makes a fashion statement  
Just walking through the door!  
She is always in the mall  
Or in expensive stores!  
She's the trendiest,  
She's the best  
In her pretty skirt and striped vest!  
When it comes to fashion,  
She's the queen,  
She looks so cool in her new blue jeans!  
Her wardrobe is amazing –  
Her style is just unique.  
All the fashion magazines  
Call her 'Queen of Chic'!*

### Did you know?

#### **Aim** To stimulate interest in the lesson

- Refer Ss to the *Did you know?* box.
- Initiate a class discussion about jeans.

## Self-Check 5

- |                  |                   |
|------------------|-------------------|
| <b>1 Across</b>  | <b>Down</b>       |
| 2 <i>sweater</i> | 1 <i>cardigan</i> |
| 3 <i>belt</i>    | 2 <i>suit</i>     |
| 5 <i>vest</i>    | 4 <i>tie</i>      |
- 
- |                         |                |                 |
|-------------------------|----------------|-----------------|
| <b>2</b> 1 <i>baggy</i> | 2 <i>short</i> | 3 <i>trendy</i> |
|-------------------------|----------------|-----------------|
- 
- |                       |                     |
|-----------------------|---------------------|
| <b>3</b> 1 <i>pie</i> | 5 <i>mayonnaise</i> |
| 2 <i>doughnut</i>     | 6 <i>tuna</i>       |
| 3 <i>lettuce</i>      | 7 <i>mustard</i>    |
| 4 <i>steak</i>        | 8 <i>spaghetti</i>  |
- 
- |                               |                      |
|-------------------------------|----------------------|
| <b>4</b> 1 <i>the tallest</i> | 4 <i>the biggest</i> |
| 2 <i>shorter</i>              | 5 <i>funnier</i>     |
| 3 <i>older</i>                | 6 <i>the fittest</i> |
- 
- |                       |                   |
|-----------------------|-------------------|
| <b>5</b> 1 <i>too</i> | 4 <i>a little</i> |
| 2 <i>a few</i>        | 5 <i>many</i>     |
| 3 <i>A lot of</i>     | 6 <i>enough</i>   |
- 
- |                     |            |            |            |
|---------------------|------------|------------|------------|
| <b>6</b> 1 <i>B</i> | 2 <i>A</i> | 3 <i>D</i> | 4 <i>C</i> |
|---------------------|------------|------------|------------|

## Experiences

<b>Topic</b>	
In this module, Ss will explore the topics of sports, sports equipment and injuries.	
<b>Module page</b>	<b>75</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Sports ( <i>canoeing, gymnastics, bungee jumping, hang-gliding, judo, ice hockey, windsurfing, cricket</i> )	
<b>6a</b>	<b>76-77</b>
<b>Lesson objectives:</b> To talk about sports, to present and practise the present perfect, to talk and write about personal experiences <b>Vocabulary:</b> Sports ( <i>play ice hockey, do gymnastics, go hang-gliding, play cricket, go bungee jumping, do judo</i> )	
<b>6b</b>	<b>78-79</b>
<b>Lesson objectives:</b> To talk about sports equipment, to present and practise time expressions used with the present perfect, to present and practise <i>been/gone</i> , to present and practise a situational dialogue <b>Vocabulary:</b> Sports equipment ( <i>ice skates, gloves, bat, boots, ball, racket, skis, goggles, hockey stick, helmet</i> ); Inviting ( <i>Why don't you come...?, Would you like to come...?</i> ) Accepting ( <i>I'd love to, thanks., Great! See you there!</i> ); Refusing ( <i>Thanks, but I can't., Count me out.</i> )	
<b>6c</b>	<b>80-81</b>
<b>Lesson objectives:</b> To talk about injuries, to practise intonation, to present and practise reflexive/emphatic pronouns, to present and practise the present perfect compared with the past simple, to write a note <b>Vocabulary:</b> Injuries ( <i>break his leg, burn his finger, twist her ankle, bruise his eye, hurt her back, hit her head</i> )	

<b>6d</b>	<b>82-83</b>
<b>Lesson objectives:</b> To talk about famous people, to practise saying words with 1-3 syllables, to present beginnings and endings of emails, to write an email to a friend <b>Vocabulary:</b> Nouns ( <i>flat, department, autograph</i> )	
<b>Myths and Legends</b>	<b>84</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Nouns ( <i>giant, killer, reward, challenge, axe, soil, heartbeat</i> ); Verbs ( <i>offer, take up</i> ); Prepositions ( <i>against</i> )	
<b>Fun Time 6</b>	<b>85</b>
<b>Lesson objectives:</b> To talk about sports <b>Vocabulary:</b> Nouns ( <i>competitor, spectator, referee, coach, martial art</i> )	
<b>Self-Check 6</b>	<b>86</b>
<b>Across Cultures</b>	<b>87</b>
<b>Lesson objectives:</b> To talk about football teams <b>Vocabulary:</b> Nouns ( <i>passion, fear, opponents, nickname</i> ); Verbs ( <i>include</i> ); Adjectives ( <i>successful</i> )	
<b>Go Green</b>	<b>88</b>
<b>Lesson objectives:</b> To raise Ss' environmental awareness, to talk about non-food uses for different foods <b>Vocabulary:</b> Nouns ( <i>polish</i> ); Verbs ( <i>remove</i> ); Adjectives ( <i>valuable</i> ); Phrases ( <i>get rid of</i> ); Prepositions ( <i>instead of</i> )	

►► **What's in this module?**

Read the title of the module *Experiences* and ask Ss to suggest what they think the module is about (*the module is about sports, sports equipment and injuries*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

**Find the page numbers for**

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

**Answer Key**

*a famous band (p.83)*

*Do you know any famous bands? Do you have a favourite one?*

*sports trivia (p.85)*

*Do you know any facts related to sports?*

*a famous footballer (pp. 78, 87)*

*Can you name any famous footballers?*

*What's your favourite football team?*

**2** **Aim** To practise vocabulary for sports

- Explain the task.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to read out their answers.

**Answer Key**

**Indoors:** *gymnastics, judo, ice hockey*

**Outdoors:** *canoeing, bungee jumping, hang-gliding, windsurfing, cricket*

**On land:** *gymnastics, judo, ice hockey, cricket,*

**In water:** *canoeing, windsurfing*

**In the air:** *bungee jumping, hang-gliding*

**Vocabulary**

**1** **Aim** To present vocabulary for sports

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

**6a** **Reading****1**  **To introduce the topic**


- Elicit/Explain what an extreme sport is (*a sport that is dangerous or out of the ordinary*).
- Elicit examples of extreme sports from various Ss around the class.
- Ask Ss whether they would do an extreme sport.

**Suggested Answer Key**

*My favourite sport is football.*

*An extreme sport is one that can be dangerous.*


*Bungee jumping is an extreme sport.*

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

- Direct Ss' attention to the two sentences and ask them to guess which is true and which is false.
- Play the recording.
- Ss listen and follow the dialogue in their books and find out.
- Check their answers.

**Answer Key**

*a T    b F*

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

- Refer Ss to the *Check these words* box.
- Elicit/Explain the meanings of the words. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ss read the dialogue again and complete the task in their notebooks.
- Check their answers.

**Answer Key**


*2 Lee    3 Emma    4 Mona*

**b)**   **To think of a title**

- Ss work in pairs and think of a title for the dialogue.
- Check Ss' answers.

**Suggested Answer Key**

*An unforgettable flying lesson!*

 **Vocabulary****4**  **To present the new vocabulary**

- Refer Ss to the pictures.

- Ss complete the sentences in their notebooks with *do*, *play* or *go*.
- Play the recording.
- Ss check their answers.

**Answer Key**

*do: gymnastics, judo*

*play: cricket*

*go: hang-gliding, bungee jumping*

**5**  **To practise using adjectives**

Ss use the adjectives in the box to make sentences about different sports they'd like to try.

**Suggested Answer Key**

*S1: I'd really like to play cricket. It sounds relaxing. I wouldn't like to do karate. It sounds dangerous.*

*S2: I wouldn't like to play cricket. It sounds boring. I'd like to play ice hockey. etc*

 **Grammar****6**  **To present the present perfect**

- Ss' books closed. Say and then write on the board: *Bill **has tried** an extreme sport*. Underline the words in bold. Ss repeat after you. Explain that this is the **present perfect** tense. Explain how it is formed (*have/has + past participle*) and that we use the **present perfect** to talk about actions that happened in the past and the exact time is not important. Show Ss how the negative and interrogative are formed as well. Then say and write on the board: *Have you **ever tried** an extreme sport? No, **never**./Yes, I have*. Underline the words in bold. Explain that we use **ever** in questions to ask about experiences.
- Ss' books open. Read the sentences in the grammar box aloud. Then refer Ss to the dialogue and ask them to find the present perfect. Elicit how it is formed and used.

**Answer Key**

*Picture 1: I've never been, I've heard, I haven't eaten, I've brought, we've already paid, Have you checked, We've done*

*Picture 2: I've never felt, I've dropped*

*Picture 3: Have you broken, I've never been, We've done it*

**Form**

*have/has + past participle*

**Use**

*We use the present perfect to talk about actions that happened in the past and the exact time is not important. We use ever in questions to ask about experiences.*

**7** **Aim** To practise the present perfect

- Refer Ss to the sentences and the words in bold.
- Ss complete the sentences in their notebooks using the present perfect.
- Check their answers.

**Answer Key**

- 2 *has joined*                      5 *has won*  
 3 *haven't done*                6 *haven't bought*  
 4 *Have they sailed*

**Speaking and Writing**

**8 a)** **Aim** To practise the present perfect

- Ss read the sentences.
- In their notebooks, they tick the ones they've done and put a cross next to the ones they haven't done.
- Then, in pairs, they ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

**Suggested Answer Key**

- A: *Have you ever eaten snails?*  
 B: *Yes, I have. What about you?*  
 A: *No, never. etc*

**b)** **PORTFOLIO Aim** To write about past experiences

- Ask Ss to talk about real experiences they've had and write a few sentences about them.
- Alternatively, this can be done for homework.

**Suggested Answer Key**

- I've won a prize at school for writing.*  
*I've seen a dolphin.*  
*I've eaten Mexican food.*  
*I've slept in a tent.*

**6b**

**Reading**

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

- Refer Ss to the picture.
- Ss talk about their wishes and whether any of them have ever come true.

**Suggested Answer Key**

*One of my wishes is to meet my favourite actor, Johnny Depp. Another wish is to go to Disneyland in Florida. One wish that has come true is when I went skiing with my dad.*

**b)** **Aim** To practise expressing wishes using personal examples

- Ss complete the sentences in their notebooks and talk to their partner.
- Check their answers.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

**Suggested Answer Key**

*My wish is to go to Disneyland.*  
*My wish is to meet my favourite singer.*  
*My wish is to have a new guitar.*

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

- Ss listen to and read the text. Then they complete the task in their notebooks.
- Check their answers.

**Answer Key**

1 F    2 T    3 T    4 T    5 F

**3** **THINK Aim** To talk about a football hero you've just met

- Ss imagine they've just met their football hero and tell their partner.
- Ask individual Ss to report back to the class.

**Suggested Answer Key**

*I met Lionel Messi in Barcelona. We talked about our hobbies and, of course, football! I asked him to give me an autograph!*

**Words Vocabulary**

**4** **Aim** To present and practise vocabulary for sports equipment

- Refer Ss to the pictures and the lists.
- Play the recording.
- Ss listen and repeat. Check their pronunciation and intonation.
- Ss then match the sports to the corresponding equipment in their notebooks. Check their answers.
- Ask individual Ss to talk about each sport, as in the example.

**Suggested Answer Key**

- You need ice skates for ice skating and ice hockey.
- You need gloves and a bat for baseball.
- You need boots and a ball for football.
- You need a racket and a ball for tennis.
- You need skis and goggles for skiing.
- You need a hockey stick and a helmet for ice hockey.

**Grammar**

**5 Aim To present and practise time expressions used with the present perfect**

- Ss' books closed. Say and then write on the board: *I have **just** bought a car. He has **already** done his homework. I haven't made the cake **yet**.* Underline the words in bold. Ss repeat after you. Explain that these are time expressions. We use **already** to refer to an action in the recent past and **just** to refer to an action in the immediate past. Explain that **yet** is used in questions and negations and it goes at the end of the sentence.  
Say and then write on the board: *I have **been** a teacher **for** 20 years. I have **worked** at this school **since** 1999.* Underline the words in bold. Explain that we use **for** to express duration and **since** to state when an action started. Say and then write on the board: ***How long** has he lived in Spain?* Underline the words in bold. Explain that **how long** refers to the duration of an action from the past until the present.
- Ss' books open. Read the sentences in the grammar box aloud. Ss complete the task in their notebooks. Check their answers.

**Answer Key**

- 1 yet      3 yet      5 already  
2 just      4 for      6 since

**6 Aim To present and practise have been/have gone.**

- Ss' books closed. Say and then write on the board: *Mum **has gone** to the supermarket.* Underline the words in bold. Explain that we use **have/has gone** when we want to say that the person is still somewhere and hasn't returned yet. Say and then write on the board: *David **has been** to Italy.* Underline the words in bold. Explain that we use **have/has been** when we want to say that the person is not at a particular place anymore and has returned.
- Ss' books open. Read the sentences in the grammar box aloud. Ss complete the exercise in their notebooks. Check their answers.

**Answer Key**

- 1 gone    2 been    3 gone    4 been

**Everyday English**

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

- Play the recording, twice if necessary.
- Ss listen and then read out the dialogue in pairs.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

**b) Aim To learn synonymous phrases and act out a dialogue.**

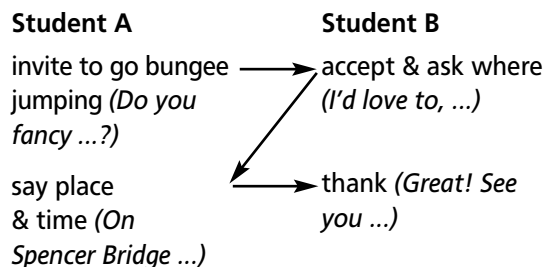
- Refer Ss to the phrases in the box.
- Allow Ss some time to replace the phrases in the dialogue.
- Check their answers.
- Ask a few pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- Suzy:** *Have you ever tried hang-gliding?*  
**Craig:** *No, I haven't. Why?*  
**Suzy:** *I'm going to have my first lesson this Saturday. Why don't you come with me?*  
**Craig:** *I'd love to, thanks. Where?*  
**Suzy:** *On Filey Beach, at five o'clock.*  
**Craig:** *Great! See you there!*

**8 Aim 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**

- A:** *Have you ever tried bungee jumping?*  
**B:** *No, I haven't. Why?*

A: I'm going to have my first lesson this Sunday. Why don't you come with me?

B: I'd love to, thanks! Where?

A: On Spencer Bridge, at eleven o'clock.

B: Great. See you there!

## Let's Play!

**Aim** To practise the present perfect through a game

- Explain the game.
- Ss will need dice and a marker (any small object will do, e.g. an eraser, a paper clip, etc).
- When a S throws the dice and lands on a square, he/she must either make a sentence using the word(s) shown in the square or follow the instructions.
- The first S to land on *Finish* is the winner.

### Suggested Answer Key

- 1 I have **never** ridden a camel.
- 2 Have you **ever** played the guitar?
- 3 I have **already** bought the football tickets.
- 4 S goes back three spaces.
- 5 I have been in Paris **for** two years.
- 6 He hasn't watched TV **since** Saturday.
- 7 S goes back two spaces.
- 8 We have **just** visited Egypt.
- 9 Have you **ever** tried skiing?
- 10 S goes back to Start.

## 6c

## Words Vocabulary

1 **Aim** To present the new vocabulary

- Refer Ss to the pictures and the prompts.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording.
- Ss listen and repeat chorally or individually. Check their pronunciation and intonation.
- Ask individual Ss to talk about the people, as in the example.

### Answer Key

Tom Smith has burnt his finger.

Jessica Turner has twisted her ankle.

Sophie Williams has hit her head.

Sheila Jones has hurt her back.

Michael O'Connor has bruised his eye.

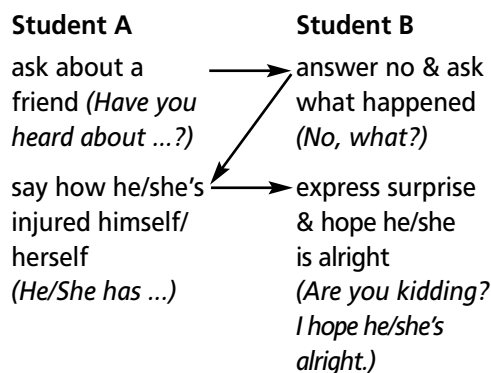
## Speaking

2 a) **Aim** To practise intonation when reacting to news

- Refer Ss to the dialogue.
- Play the recording.
- Ss listen and repeat chorally or individually. Check their pronunciation and intonation.

b) **Aim** To practise role-playing

- Refer Ss to the phrases in the *Language Tip* box.
- Draw the following diagram on the board for Ss to follow.



- Ss work in pairs and act out a dialogue using the phrases in the *Language Tip* box to help them. Pay close attention to Ss' pronunciation and intonation.
- Ask a few pairs to report back to the class.

### Suggested Answer Key

A: Have you heard about Tom Smith?

B: No, what?

A: He's burnt his finger.

B: Oh, no! Poor thing! I hope he's alright! etc

### Did you know?

**Aim** To stimulate interest in the lesson

- Refer Ss to the *Did you know?* box.
- Initiate a class discussion about the human body.

## Grammar

3 **Aim** To present reflexive/emphatic pronouns

- Ss' books closed. Write on the board: *Tina cut **herself** with a knife.* Underline the word in bold. Elicit the reflexive pronoun. Explain that we use **reflexive pronouns** when the subject and object of a verb are the same. Go on to write on the board: *Tina **herself** painted the kitchen.* Elicit the emphatic pronoun. Explain that we use **emphatic**



**pronouns** when we want to emphasise the subject, say that someone did something with no one's help.

- Ss' books open. Read the sentences in the grammar box aloud. Ss complete the task. Check their answers.

**Answer Key**

The pronoun 'himself' is emphatic in the first sentence and reflexive in the second sentence.


**4**  **To practise reflexive pronouns**

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

**Answer Key**

- |                       |              |
|-----------------------|--------------|
| 2 herself             | 5 themselves |
| 3 yourself/yourselves | 6 himself    |
| 4 himself             |              |


 **Grammar**

**5**  **To present the present perfect and the past simple**

- Ss' books closed. Write on the board: *Tony **has hurt** his back. I **bought** a car in 2001.* Underline the words in bold. Elicit the present perfect and simple past. Explain that we use the present perfect to refer to actions which happened at an unstated time in the past but there are evident results in the present. Also explain that we use the past simple for actions which happened at a stated time in the past.
- Ss' books open. Read the sentences in the grammar box aloud. Refer Ss to Ex. 1 and elicit how the present perfect is used.

**Answer Key**

*We don't know when the action happened but there are evident results in the present.*


**6**  **To practise the present perfect and past simple**

- Refer Ss to the sentences and the options.
- Ss complete the task in their notebooks.
- Check their answers.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 A | 3 B | 5 A | 7 B |
| 2 A | 4 B | 6 A | 8 B |

 **Reading**

**7**  **To practise the present perfect and past simple**

- Refer Ss to the notes.
- Allow Ss some time to do the task in their notebooks.
- Play the recording.
- Ss listen and check their answers.
- Check Ss' answers.

**Answer Key**

- |            |                    |
|------------|--------------------|
| 2 did      | 6 have hurt        |
| 3 have hit | 7 fell             |
| 4 fell     | 8 have also broken |
| 5 knocked  |                    |

 **Writing**

**8** **PORTFOLIO**  **To write a note about what has happened to you**

- Ss write a note to their teacher using Ex. 7 as a model.
- Alternatively, this can be done for homework.

**Suggested Answer Key**

*Dear Mr Green,  
I'm sorry I can't come to school today, but I have broken my leg. I was hurrying down the stairs when I slipped and fell. My mum was cleaning and the floor was still wet.  
Paul Martin*

**6d**

 **Reading**

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

- Refer Ss to the picture and initiate a class discussion about famous actors/actresses.
- Elicit Ss' answers to the questions.

**Suggested Answer Key**

*My favourite actor is Brad Pitt. I've never met him, but I would like to!*

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

- Refer Ss to the *Check these words* box.
- Elicit/Explain the meanings of the words.

Alternatively, ask Ss to look up the meanings in their dictionaries.

- Play the recording.
- Ss listen, read the sentences and choose the correct answers.
- Check their answers.

**Answer Key**

1 A    2 B    3 C    4 A    5 A

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

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

**Answer Key**

1 brilliant                      3 pair  
2 department                4 autograph

## Pronunciation

**4**  **To practise saying words with 1-3 syllables**

- Read all the words in the table out loud. Ss repeat after you.
- Play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.
- Play the recording again without stopping.
- Ask individual Ss to say the words and also say how many syllables each word has. Ask the rest of the class for verification.

**Answer Key**

1 syllable: do, sport  
2 syllables: judo, scary  
3 syllables: relaxing, gymnastics

## Listening and Speaking

**5**  **To listen for specific information**

- Play the recording.
- Ss listen, read the sentences and choose the correct words.
- Check their answers.

**Answer Key**

1 A    2 B    3 A    4 B

**AUDIOSCRIPT**

*I've met Rihanna in a record shop in London. I bought one of her CDs and she signed it for me. She sang 'Don't stop the Music'.*

Daniel

*My aunt's best friend knows the Jonas Brothers. I went to one of her parties and they were there. I talked to*

*them for ages.*  
Stephanie


**6**  **To talk about a famous person**

- Refer Ss to the texts in Ex. 5.
- Ask them to imagine they've met a famous person. They must talk about who they've met, where and what happened.

**Suggested Answer Key**

*I've met Nicole Kidman at a mall. I started talking to her about her films. Before I left, she gave me her autograph! It was the most exciting day of my life!*


## Writing

**7**  **To practise beginnings and endings in emails**

- Refer Ss to the email on page 82 and elicit the sentences which begin and end it.
- Ss read the sentences in Ex. 7 and complete the task in their notebooks.
- Check their answers.

**Answer Key**

1 B    2 E    3 E    4 B

**8**  **To write an email about a famous person you've met**

- Refer Ss to the paragraph plan and go over each point.
- Ss use Ex. 2 as a model as well as their ideas from Ex. 6 and write their emails.
- Alternatively, this can be done for homework.

**Suggested Answer Key**

Dear Anna,

*How are you? I'm writing to tell you about what happened to me last Saturday when I went shopping.*

*You won't believe it! As I was shopping at the mall, I met Nicole Kidman! I started talking to her about her films and she was so nice! She gave me her autograph, too. I can't wait to show it to you!*

*I'll tell you all about it when I see you. It was the best day of my life! Bye for now.*

See you soon.

Love,  
Patty

**Dictation (Optional)**

If you wish, you can do the dictation for Module 6. See p. 154.

## Myths and Legends

- 1 **Aim** To predict the content of the text
- Direct Ss' attention to the title and the pictures.
  - Elicit what the text is about.
  - Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

### Suggested Answer Key

The story is about a boy called Jack and a giant. The giant looks angry and is trying to catch Jack. The story looks like it has a lot of action, fun and magic.

- 2 a) **Aim** To practise reading comprehension and to listen for confirmation
- Ss read the sentences and put them in the correct order.
  - Play the recording.
  - Ss listen and check their answers.
  - Check Ss' answers.

### Answer Key

Ss number the sentences as follows: 1, 4, 7, 2, 8, 5, 3, 6

- b) **Aim** To retell a story
- Encourage Ss to use the words in the *Check these words* box to retell the story.
  - Ask a few Ss to report back to the class.

### Suggested Answer Key

Once upon a time, there was a young man called Jack, who lived in England. He was from a town called Cornwall. People there were afraid of a giant called Cormoran. The giant lived on St Michael's Mount and was very mean. He **stole** the people's cows and sheep, so they **offered a reward** to anyone who would kill him. Jack **took up the challenge** and thought of a plan. He **dug a huge well** and **covered** it with **sticks** and **straw**. Then, he **blew his horn** to wake up the giant. The giant woke up and angrily ran down the Mount and fell into the well. Jack killed the giant with his **axe** and filled the well with **soil**. Jack the Giant Killer became a superhero all over the country **fighting** pirates as well as other giants.

Today, you can see where the well used to be. If you listen carefully, you can hear **voices** coming from the well. There's a huge stone which **marks** the giant's **grave**. If you put your head against the stone you can still hear the giant's **heartbeat**!

## Fun Time 6

### Sports Trivia

**Aim** To learn about sports through a quiz

- Refer Ss to the sports trivia.
- Ss read the sentences and choose the correct answer.
- Check their answers.

### Answer Key

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

### Ha ha ha!

**Aim** To read for pleasure.

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

### SONG

1 **Aim** To consolidate new vocabulary

- Ss complete the song with the words in the box.
- Play the recording for Ss to check their answers.
- Check Ss' answers.

### Answer Key

2 plate            4 more            6 us  
3 chat            5 disappeared

## Self-Check 6

1 1 no            3 yes            5 yes            7 yes  
2 yes            4 no            6 no            8 yes

2 1 bat            3 skates  
2 racket            4 goggles

3 1 Have you had            4 has just started  
2 has gone            5 Has she bought  
3 haven't played

4 1 sold            6 has taught  
2 have just arrived            7 did you pay  
3 started            8 hasn't washed  
4 did you see            9 have lived  
5 have already cleaned            10 Have they ever ridden

5 1 No, I haven't. Why?  
2 Cool! Where?  
3 Yeah, great. Count me in.

## Across Cultures

- 1 a) **Aim** To introduce the topic
- Refer Ss to the pictures and say which football teams they are familiar with.
  - Initiate a class discussion about football.
  - Ss then answer the questions together in pairs.

- b) **Aim** To listen for confirmation
- Play the recording.
  - Ss listen to and read the texts and check their answers.

### Answer Key

- 1 Their team colours are red and blue.
- 2 The Red Devils.
- 3 The Camp Nou.
- 4 Diego Maradona.

- 2 **Aim** To talk about your favourite football team
- Refer Ss to the different headings.
  - In pairs, Ss talk about their favourite football team.
  - Ask different pairs to report back to the class.

### Suggested Answer Key

*Arsenal is one of the most famous football clubs in the UK. Their colours are red and white. The club's stadium is the Emirates Stadium in Holloway. Some of the team's all-time favourite players include Aaron Ramsey and Jack Wilshere.*

- 3 **PORTFOLIO Aim** To create a poster about your favourite football teams
- Ss work in groups or pairs. They write about their favourite football teams and create a poster, using Ex. 2 as a model.
  - Alternatively, this can be done for homework.

### Suggested Answer Key

**Associazione Sportiva Roma** is one of the most popular football clubs in Italy. Their colours are red and orange. A popular nickname for the club is *i lupi*, the wolves!

**Società Sportiva Lazio** football club has got fans all over the world. Alessandro Nesta is one of its most famous players and top scorers.

**Juventus Football Club** is one of the world's best-known football clubs. Their home colours are black, white and yellow. Some of the team's all-time favourite players include Zlatan Ibrahimović and Fabio Cannavaro.

**Bologna Football Club** is one of the most successful clubs in European football. The club's stadium is Stadio Renato Dall'Ara. Their home colours are blue, red and white.

## Go Green

### 1 To predict the content of a text and listen for confirmation

- Direct Ss' attention to the questions and elicit answers from Ss around the class.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording.
- Ss listen and follow the texts in their books to check if their guesses were correct.

#### **Answer Key**

*You can put salt in water and use it when you've got a sore throat.*

*You can use olive oil as a shoe polish.*

*You can remove chewing gum from clothes with vinegar.*

*You can use lemon juice to whiten your nails.*

### 2 To read for specific information

- Ss read the texts again and complete the sentences in their notebooks.
- Check their answers.

#### **Answer Key**

2 salt

4 spoonful of vinegar

3 lemon juice

### 3 To write about non-food uses for honey and green tea

- Allow Ss time to do their research and write some non-food uses for *honey* and *green tea*.
- Alternatively, this can be done for homework.

#### **Suggested Answer Key**

##### **Honey**

*You can use honey to treat sunburn. It's also a great skin conditioner. Honey is also brilliant for sore throats because it can kill bacteria.*

##### **Green Tea**

*You can use green tea as a mouth rinse after each meal to get rid of strong odours. It's also great if you've got a cold.*

# Module

# 7

## Land and sea

<b>Topic</b>	
In this module, Ss will explore the topics of animals, animal babies and natural features.	
<b>Module page</b>	<b>89</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Natural features ( <i>beach, hill, island, volcano, waterfall, valley, cliff, cave</i> )	
<b>7a</b>	<b>90-91</b>
<b>Lesson objectives:</b> To talk about animals, to present and practise <i>can/could, should</i> , to give advice, to write sentences with modal verbs <b>Vocabulary:</b> Animals ( <i>killer whale, chimpanzee, seal, hippo, tiger, armadillo</i> )	
<b>7b</b>	<b>92-93</b>
<b>Lesson objectives:</b> To talk about animals and animal babies, to present and practise <i>may, must/have to, mustn't, don't have to</i> , to write rules for an animal park <b>Vocabulary:</b> Animals ( <i>parrot, cheetah, dolphin, gorilla, ostrich, hippo, flamingo, bear, wolf, seal, orang-utan, chimpanzee, whale, hamster, tiger</i> ); Animal babies ( <i>chick, infant, cub, pup, calf</i> )	
<b>7c</b>	<b>94-95</b>
<b>Lesson objectives:</b> To talk about natural features, to present and practise relatives, to present and practise adjectives ending in <i>-ed/-ing</i> <b>Vocabulary:</b> Adjectives ( <i>annoyed, surprised, interested, frightened, excited, embarrassed</i> )	

<b>7d</b>	<b>96-97</b>
<b>Lesson objectives:</b> To talk about natural wonders, to pronounce /ʊ/ and /u:/ <b>Vocabulary:</b> Nouns ( <i>cavern, entrance, desert, lift</i> ); Verbs ( <i>discover, spread across</i> ); Adverbs ( <i>accidentally</i> )	
<b>Enta the Dragon</b>	<b>98</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Consolidation	
<b>Fun Time 7</b>	<b>99</b>
<b>Lesson objectives:</b> To talk about animals in danger <b>Vocabulary:</b> Nouns ( <i>pollution, horns, ranger, rainforest, threat</i> ); Verbs ( <i>cut down, hunt, exist, surround, secure, amaze, astound</i> )	
<b>Self-Check 7</b>	<b>100</b>

►► **What's in this module?**

Read the title of the module *Land and sea* and ask Ss to suggest what they think the module is about (*the module is about animals, animal babies and natural features*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

**Find the page numbers for**

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

**Answer Key**

*clean-up campaign posters (p.95)*

*Where do clean-up campaigns usually take place? Have you ever taken part in one?*

*a baby animal that lives with a human family (p.92)*

*Do you think it is difficult to keep a baby animal? Would you like to have one? Why (not)?*

*a quiz (p. 94)*

*Are you good at quizzes? What's your favourite topic for a quiz? Where do you search for the answers?*

*animal babies (p. 93)*

*Do you know what we call the baby of a gorilla/wolf/parrot?*

**2** **THINK Aim** To practise vocabulary for natural features

- Explain the task.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to read out their answers.

**Answer Key**

- |           |             |         |
|-----------|-------------|---------|
| 1 beach   | 3 waterfall | 5 caves |
| 2 volcano | 4 island    |         |


**Vocabulary**

**1** **Aim** To present vocabulary for natural features

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

## 7a


 Reading

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

- Direct Ss' attention to the pictures. Ask Ss what they think is wrong with the whale and what the characters are doing.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording. The students listen and follow the texts in their books to see if they can answer the questions.

**Suggested Answer Key**

*They are at the beach. They are helping a whale. It probably can't get back into the sea.*

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

- Ss read the dialogue again and put the events in order.
- Check their answers.

**Answer Key**

*b 5    c 2    d 3    e 6    f 4*


**b)**   To consolidate information in a text

Ask Ss to think back to the dialogue and say or write two things they remember.

**Suggested Answer Key**

*The whale swam too close to the beach and it got stuck.  
The whales were singing to each other to communicate.*

 Vocabulary

**3**  To present the new vocabulary

- Refer Ss to the pictures of the animals.
- Play the recording. Ss listen and repeat chorally or individually. Check their pronunciation and intonation.
- Ss read the sentences (1-6) and match them to the pictures.
- Check their answers.

**Answer Key**

*2 e    3 c    4 d    5 a    6 f*

 Let's Play!

**4**  To revise animals through a game


- Give Ss two minutes to write down as many animals as they can think of.
- When they finish have them compare their lists.
- The S with the most animals on his/her list reads it aloud.

**Suggested Answer Key**

**Land animals:** cow, horse, eagle, sheep, squirrel, hamster, chicken, fox, elephant, bear, parrot, giraffe, goat, spider, pigeon, rabbit, etc.

**Sea animals:** fish, octopus, whale, seal, dolphin, shark, etc.

 Grammar

**4**  To present the modals *can/could/should*

- Ss' books closed. Revise the uses of **can**. Say, then write on the board: *I can play the guitar. (present ability), Can I use your phone? (asking for permission)*. Repeat with **could** and **should**. Say, then write on the board: *I could read when I was four. (past ability), You should see a doctor. (advice)*
- Ss' books open. Refer Ss to the Grammar box and read the explanations aloud. Then, refer Ss to the dialogue on p.90 and ask them to find the modals *can* and *should*. Elicit what they mean.

**Answer Key**

**Picture 1:** You should come here more often, then! (advice)

**Picture 2:** We can try to move it. (suggestion)  
I can help. (ability)

**Picture 3:** I can see another whale out there. (ability)  
Can you hear singing? (ability)  
You should record it, Mona. (It's a good idea to...)

**Picture 4:** You should all be very proud of yourselves! (advice)  
Yes, we should. (It's a good idea.)

**5**  To practise the modals *can/can't/could/couldn't*

- Ss read and complete the sentences with the correct modal verb in their notebooks.
- Check their answers.

**Answer Key**

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



**6** **Aim** To practise giving advice with *should*

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

**Answer Key**

- 2 You shouldn't give him any.
- 3 We shouldn't keep them in cages.
- 4 You should get a pet.
- 5 You shouldn't feed them.

**Writing**

**7** **PORTFOLIO** **Aim** To write about what you can/ could/should do

- Allow Ss time to complete the task.
- Ask individual Ss to read out their sentences.
- Alternatively, this can be done for homework.

**Suggested Answer Key**

*I can make friends and learn new things at school.  
I could ride a bike and I could swim when I was five.  
I should tidy my room and I should take out the rubbish.*

**7b**

**Reading**

**1** **Aim** To introduce the topic and express an opinion

- Ask Ss to say if they think wild animals would make good pets or not.
- Then Ss say which wild animals, if any, they would like as pets and why.

**Suggested Answer Key**

*I would like to have a koala bear as a pet because a koala is cute. It only eats leaves and it's small enough to keep inside the house.*

**2** a) **Aim** To stimulate interest in the text and read/listen for confirmation

- Refer Ss to the pictures and the title.
- Ask them to write three questions about the text.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

- Play the recording while Ss listen and read along.
- Allow them some time to provide answers to their questions.

**Suggested Answer Key**

- 1 What kind of pet have they got? (a hippo)
- 2 What's the pet's name? (Jessica)
- 3 How long have they had the pet? (7 years)

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

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

**Answer Key**

2 T    3 T    4 F    5 T    6 DS

**Speaking**

**3** **Aim** To practise role-playing

- Ss work in pairs. One S has the role of the reporter and the other S the role of Tony or Shirley Joubert.
- Ss take turns interviewing each other.

**Suggested Answer Key**

**Reporter:** What does Jessica like doing?

**Tony/Shirley:** She likes drinking coffee, sleeping under a blanket, resting her head on a pillow and having a massage before she goes to bed. She also loves eating.

**Reporter:** How much does she eat?

**Tony/Shirley:** She eats about a 100 kilos of food a day.

**Reporter:** Where did you find Jessica?

**Tony/Shirley:** We found her by a river in South Africa.

**Reporter:** How much does Jessica weigh?

**Tony/Shirley:** She weighs 1,000 kilos.

**Reporter:** What is Jessica like?


**Tony/Shirley:** She's gentle and loving. etc


**Did you know?**

**Aim** To stimulate interest in the lesson

- Read the *Did you know?* box aloud.
- Ask Ss to say what else they know about hippos.
- Provide them some facts if necessary.

**Words Vocabulary**

- 4**  **To present and practise new vocabulary**
- Refer Ss to the pictures of the animals.
  - Play the recording.
  - Ss listen and repeat together and individually. Check their pronunciation and intonation.
  - Elicit the L1 equivalents from various Ss around the class.

- 5**  **To practise new vocabulary**
- Allow time for Ss to match the animals to their babies.
  - Play the recording for Ss to listen and check.
  - Check their answers.

**Answer Key**

*chick: parrot, ostrich, flamingo*  
*infant: gorilla, orang-utan, chimpanzee*  
*pup: wolf, seal, hamster*  
*cub: cheetah, bear, tiger*  
*calf: dolphin, hippo, whale*


**Let's Play!**

- AIM** **To consolidate new vocabulary through a game**
- Read the example and explain the game.
  - Divide Ss in two teams.
  - Ss from each team take turns correcting your statements, as in the example. Each correct answer gets a point for that team.

**Suggested Answer Key**

*T: A baby bear is called a pup.*  
*Team B S1: No, it isn't. A baby bear is called a cub. etc*

 **Grammar**


- 6**  **To present and practise the modal may**
- Ss' books closed. Say and then write on the board: *He **may** go to England.* Underline the word in bold. Explain that we use **may** + the verb in the infinitive to say that something is possible but we aren't sure.
  - Ss' books open. Refer Ss to the Grammar box and read the example aloud. Ss take turns guessing the animal. Check their answers.

**Answer Key**

- 2** *It may be an armadillo.*
- 3** *It may be a seal.*
- 4** *It may be a killer whale.*

- 5** *It may be a chimpanzee.*
- 6** *It may be a tiger.*

 **Grammar**


- 7**  **To present and practise the modals must/have to**

- Ss' books closed. Say, then write on the board: *We **must/have to** wear a seatbelt.* Underline the words in bold. Explain that we use **must/have to** to express obligation. Then write: *You **mustn't** park here.* Underline the word in bold. Explain that we use **mustn't** to express prohibition, it's against the rules. Finally, write: *You **don't have to** buy milk. We have some.* Underline the words in bold. Explain that we use **don't have to** to express lack of necessity.
- Ss' books open. Refer Ss to the Grammar box and read the explanations aloud. Ss read the sentences and choose the correct answers. Check their answers.

**Answer Key**

- 1** *must*      **3** *doesn't have to*      **5** *have to*
- 2** *may*      **4** *don't have to*

 **Listening**

- 8**  **To listen for specific information**
- Refer Ss to the sign and read through it. Play the recording.
  - Ss listen and choose the correct word.
  - Check their answers.

**Answer Key**

- 1** *mustn't*      **3** *mustn't*      **5** *mustn't*
- 2** *have to*      **4** *have to*

**AUDIOSCRIPT**

**Man:** *This is it! We've arrived at the Safari Park.*  
**Woman:** *We'd better read the rules before we go in. What does it say on the notice?*  
**Man:** *It says you mustn't drive any faster than 40 kilometres an hour.*  
**Woman:** *That's sensible. Does it say you have to drive on the left?*  
**Man:** *Yes. And you mustn't play loud music or make a lot of noise.*  
**Woman:** *Of course not – you'll frighten the animals. Do we have to stay in the car at all times?*  
**Man:** *Yes. They're very strict about that.*  
**Woman:** *Does it say we mustn't feed the animals?*  
**Man:** *Yes, it does. It says 'you mustn't feed the animals'.*

**Woman:** *Animals can become very sick if you give them food they're not used to. OK, are we ready, then? I can't wait to see all the animals.*

**Man:** *Yes, we're ready. Let's go.*

## Writing

### 9 **PORTFOLIO** To write rules for an animal park

- Ss use the sign in Ex. 8 as a model and write rules for an animal park.
- Alternatively, this can be done for homework.

#### **Suggested Answer Key**

##### **Animal Park Rules**

Please read the following:

- You *mustn't* feed the animals.
- You *mustn't* make loud noises.
- You *mustn't* throw any objects at the animals.
- You *mustn't* litter.
- You *must* visit the park during visiting hours only.

## **7c**

### **Words** Vocabulary

#### 1 To personalise the topic

- Refer Ss to the pictures and the vocabulary. Elicit the L1 equivalents.
- Encourage Ss to say which of the features a visitor can see when visiting their country.

#### **Suggested Answer Key**

When you come to Poland, you can see **Waterfall Castle**.

When you come to Poland, you can see the **Klodzko Valley**.

When you come to Poland, you can see **Ostrow Island**.

When you come to Poland, you can see the **Roztocze Hills**.

When you come to Poland, you can see **Sopot Beach**.

When you come to Poland, you can see the **cliffs** in Gdynia.

When you come to Poland, you can see the **caves** in the Tatra Mountains.

When you come to Poland, you can see **Ostrzyca Volcano**.

## Grammar

### To present relatives

- Ss' books closed. Say, then write on the board: *A magician is a person **who/that** performs magic tricks.* Underline the words in bold. Explain that we use the relative pronouns **who/that** to refer to people. Say, then write on the board: *London is the city **where** my family lives.* Underline the word in bold. Explain that we use the relative adverb **where** to refer to places. Then write: *Pandas are animals **which/that** live in China.* Explain that we use the relative pronouns **which/that** to refer to animals or things.
- Ss' books open. Refer Ss to the grammar box and read the explanations aloud. Make sure Ss have understood the use of relatives.

## Reading

### 2 To practise relatives

- Refer Ss to the grammar box.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ss write the relatives and choose the correct answers in the quiz. Check their answers.

#### **Answer Key**

1	B	4	who, A	7	where, A
2	which, B	5	who, A	8	who, B
3	where, B	6	where, A		

## Grammar

### 3 To present and practise adjectives ending in -ed/-ing

- Ss' books closed. Say, then write on the board: *I have nothing to do. I'm really **bored**. This book is so **boring** I can't read any more.* Underline the words in bold. Explain that adjectives ending in **-ed** describe emotions, they tell us how people feel about something, whereas adjectives ending in **-ing** describe the thing that causes the emotion, a boring book makes you feel bored. Repeat the procedure using other adjectives.
- Ss' books open. Refer Ss to the Grammar box and read the explanations aloud. Ss use the adjectives to talk about how they feel as in the example. Check their answers.

**Suggested Answer Key**

- 2 I feel frightened when I see a mouse.
- 3 I feel excited when I am on holiday.
- 4 I feel embarrassed when I haven't done my homework.
- 5 I am interested when I visit a museum.
- 6 I feel surprised when my friend organises a party for me.

**4** **Aim** To practise adjectives ending in *-ed/-ing*

- Ss complete the sentences in their notebooks, using the correct adjective.
- Check their answers.

**Answer Key**

- 2 boring                      4 excited                      6 surprising
- 3 exciting                    5 surprised

**Everyday English**

**5 a)** **Aim** To listen for specific information and to present a situational dialogue

- Refer Ss to the posters.
- Play the recording.
- Ss listen and read along.
- Ask Ss to say which poster they are talking about.
- Ss form pairs and read out the dialogue.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

**Answer Key**

poster A

**b)** **Aim** To learn synonymous phrases and act out a dialogue

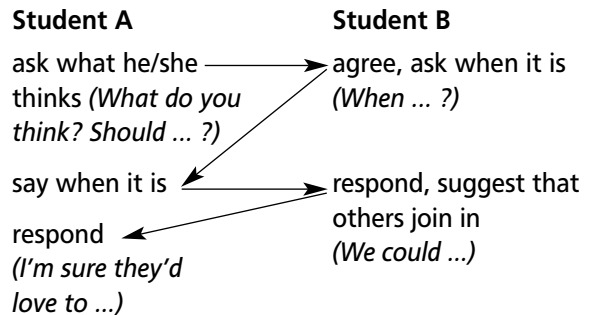
- Refer Ss to the phrases in the box.
- Allow Ss some time to replace the phrases in the dialogue.
- Check their answers.
- Ask a few pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- Andrew:** Hey, Jennifer, look at this. The school is organising a clean-up campaign. **What about that? Let's take part!**
- Jennifer:** Definitely! When is it?
- Andrew:** This Sunday from 9 to 6. They are going to clean up the beach.
- Jennifer:** Thank goodness for that! We could also ask Amanda and James to join in.
- Andrew:** Good thinking! I'm sure they'd love to come.

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

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 5 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**

- Joe:** Mike, look at this. The school is organising a plant-a-tree campaign. What do you think? Let's take part!
- Mike:** Definitely! When is it?
- Joe:** This Saturday from 10 to 6. They are going to plant trees in Greenwood Forest.
- Mike:** Thank goodness for that! We could also ask Katie and Fiona to join in.
- Joe:** Good thinking! I'm sure they'd love to come.

**7d**

**Reading**

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

- Refer Ss to the picture of the caves and ask them to pretend they are there.
- Have Ss say what they can see, who they are with and how they feel being in the caves.

**Suggested Answer Key**

*I'm in the cave with my friends, Basia and Celina. It's dark and cold in here and I feel a little frightened because I don't like bats. I'm also excited because it's an amazing place.*

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

- Ask Ss if they have seen the film *Journey to the Centre of the Earth* and how they think these

caverns are connected to the film. Elicit their answers.

- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording. Ss listen and read along and check if their guesses were correct.

**Answer Key**

They filmed 'Journey to the Centre of the Earth' in an area of the caverns called *The King's Palace*.

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

- Ss read the texts on their own and answer the questions.
- Check their answers.

**Answer Key**



1 A    2 C    3 C    4 A

**4** a)  **To present new vocabulary through synonyms**

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

**Answer Key**

2 f    3 a    4 c    5 b    6 e

b)   **To consolidate information in a text and to express personal opinion**

- Give Ss three minutes to write three things that impressed them from the text.
- Ask different Ss to report back to the class.

**Suggested Answer Key**

A teenager named Jim White discovered the caverns. Every night in summer, about 250,000 bats fly out of the cave.

You can take a lift down to the 'Big Room' which is about the size of 12 football fields.

**Pronunciation**

**5** a)  **To pronounce /ʊ/ and /u:/**

- Play the recording.
- Ss listen and repeat the words chorally or individually. Check their pronunciation.

b)  **To distinguish between /ʊ/ and /u:/**

- Play the recording again, stopping after each set of words so Ss can complete the exercise in their notebooks.
- Play the recording again without stopping.
- Ask individual Ss to say the words and ask the


rest of the class for verification.

- Check Ss' answers and pronunciation.

**Answer Key**

		Same	Different
1	good put	✓	
2	scooter wolf		✓
3	lose suit	✓	
4	judo book		✓

 **Listening and Speaking**

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

- Play the recording.
- Ss listen and choose the correct answer.
- Check their answers.

**Answer Key**

1 A    2 B    3 A    4 A

**AUDIOSCRIPT**

**Donna:** *Where's the best place you've ever been, Jim?*

**Jim:** *Well, I went to a fantastic place in Croatia last year.*

**Donna:** *Croatia? Where?*

**Jim:** *The Plitvice Lakes. They're fantastic! People from all around the world go to see them every year.*

**Donna:** *Really? What makes them so special?*

**Jim:** *There are sixteen lakes and they're all connected by these amazing waterfalls.*

**Donna:** *I love waterfalls – there's something about them that's really magical.*

**Jim:** *Visitors can also walk in the forest around the lakes. There are also some caves you can explore!*

**Donna:** *It sounds amazing. I'd like to go.*

**Jim:** *You should – it's an unforgettable experience, believe me!*

**7**  **To practise role-playing**

In pairs, Ss ask and answer questions about Plitvice Lakes as in the example.

**Suggested Answer Key**

**A:** *I've been to Plitvice Lakes.*

**B:** *Really? Where are they?*

**A:** *In Croatia.*

**B:** *What can you see and do there?*

**A:** *You can see amazing waterfalls. You can also walk in the forest around the lakes and there are some caves to explore, too.*

 **Writing**

**8**  **To write an article about a place of great beauty**

- Ask Ss to choose a place of great beauty in their country.
- Refer Ss to the plan and go over each point.
- Ss can use the Internet to find the information they need.
- Alternatively, this can be done for homework.

**Suggested Answer Key**

*Slowinski National Park is one of the most beautiful places in Poland.*

*The Park is next to the Baltic Sea. There are woods, lakes and a beautiful beach there. You can go cycling or take a lake cruise.*

*Slowinski National Park is an amazing place to visit. It's like taking a trip to Fairyland!*

**Dictation (Optional)**

If you wish, you can do the dictation for Module 7. See p. 155.

**Enta the Dragon (Episode 4)**

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

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

**Extension**

- Photocopy the episode, cut out the frames and tippex out the numbers.
- Photocopy one set per group of Ss and hand out each set.
- Ask Ss to work together and put the frames in the correct order.
- You can help them by playing the episode again while they are completing the task.

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

- Ss take roles and read the dialogue.

**Fun Time 7**

**Walk on the wild side**

**1**  **To consolidate new vocabulary**

- Allow Ss some time to complete the task in their notebooks.
- Check their answers.
- Ask individual Ss to read the texts out loud.

**Answer Key**

- |          |             |
|----------|-------------|
| 1 Amazon | 3 horns     |
| 2 man    | 4 pollution |

**2**  **To learn interesting facts about animals**

- Refer Ss to the sentences and the words in bold.
- Ask them to guess and choose the correct words.
- Read each sentence out loud.
- Ss listen and check if their guesses were correct.

**Answer Key**

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

**Ha ha ha!**

 **To read for pleasure**

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

**SONG**

**1**  **To listen for specific information**

- Play the recording.
- Ss listen and follow the song in their books.
- Play the recording again.
- Ss listen and sing along.
- Ask Ss to find two words that mean *surprise*.

**Answer Key**

*amaze, astound*

**2**   **To imagine a scene**

- Ask Ss to imagine that they are on top of the world.
- Allow them three minutes to write down what they can see and then report back to the class.

**Suggested Answer Key**

*I'm on top of the world. I can see beautiful mountains and green valleys. I can see cliffs and waterfalls and islands with sandy beaches.*

## Self-Check 7

- 1** 1 *seal*                    3 *eagle*                    5 *killer whale*  
 2 *wolf*                        4 *armadillo*
- 2** 1 *volcano*                3 *valley*                    5 *hill*  
 2 *cave*                        4 *beach*
- 3** 1 *could*                    3 *may*                      5 *have to*  
 2 *shouldn't*                4 *can*                      6 *must*
- 4** 1 *frightening*                5 *surprised*  
 2 *where*                      6 *exciting*  
 3 *who*                        7 *where*  
 4 *interesting*                8 *where*
- 5** 1 *Shouldn't we*                4 *could ask*  
 2 *When is it*                5 *Great idea*  
 3 *from 10 to*

# Module 8

## Great discoveries

<b>Topic</b>	
In this module, Ss will explore the topics of musical instruments, music and science.	
<b>Module page</b>	<b>101</b>
<b>Lesson objectives:</b> Overview of the module <b>Vocabulary:</b> Science ( <i>Geology, Chemistry, Astronomy, Archaeology, Physics, Medicine, Biology, Zoology</i> )	
<b>8a</b>	<b>102-103</b>
<b>Lesson objectives:</b> To talk about music and musical instruments, to present and practise articles <i>a/an/the</i> , to talk and write about a musical instrument <b>Vocabulary:</b> Musical instruments ( <i>flute, electric guitar, violin, drums, saxophone, cello, trumpet, double bass, tambourine</i> ); Nouns ( <i>band, thunder</i> )	
<b>8b</b>	<b>104-105</b>
<b>Lesson objectives:</b> To talk about styles of music, to buy a ticket by phone, to present and practise clauses of result, to make a poster <b>Vocabulary:</b> Styles of music ( <i>jazz, pop, reggae, rock, hip hop, heavy metal, rap, classical, dance, R &amp; B</i> ); Nouns ( <i>street funk, line dance</i> ); Verbs ( <i>perform</i> ); Buying a ticket by phone ( <i>How may I help you?, Which date(s) do you prefer?, Let me see., Yes, certainly., Could you give me your...?, I'd like to know..., Excellent!, How much are they?</i> )	
<b>8c</b>	<b>106-107</b>
<b>Lesson objectives:</b> To talk about science, to talk about past habits, to present and practise used to, to present and practise negative questions, to pronounce /s/, /k/, /tʃ/ <b>Vocabulary:</b> Nouns ( <i>archaeologist, astronomer, biologist, chemist, physicist, zoologist</i> )	

<b>8d</b>	<b>108-109</b>
<b>Lesson objectives:</b> To talk about lost worlds, to act out an interview, to write an article <b>Vocabulary:</b> Nouns ( <i>tomb, ruler, ornaments, half-god, half-man</i> ); Verbs ( <i>uncover, reveal</i> )	
<b>Myths and Legends</b>	<b>110</b>
<b>Lesson objectives:</b> To read for pleasure <b>Vocabulary:</b> Nouns ( <i>chief</i> ); Verbs ( <i>sail out, please</i> ); Adjectives ( <i>hidden</i> )	
<b>Fun Time 8</b>	<b>111</b>
<b>Lesson objectives:</b> Consolidation <b>Vocabulary:</b> Nouns ( <i>rapper</i> ); Verbs ( <i>sweep away, abandon</i> ); Adjectives ( <i>untold</i> ); Prepositions ( <i>beneath</i> )	
<b>Self-Check 8</b>	<b>112</b>
<b>Across Cultures</b>	<b>113</b>
<b>Lesson objectives:</b> To talk about the film industry <b>Vocabulary:</b> Phrases ( <i>on location</i> )	
<b>CLIL Time</b>	<b>114</b>
<b>Lesson objectives:</b> To talk about dinosaurs <b>Vocabulary:</b> Nouns ( <i>existence, extinction, continents, meteorite</i> )	



## ►► What's in this module?

Read the title of the module *Great discoveries* and ask Ss to suggest what they think the module is about (*the module is about musical instruments, music and science*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

## Find the page numbers for

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

### Answer Key

*an article about music (p. 104)*

*Can you name any styles of music? What's your favourite style?*

*a famous archaeologist (p. 106)*

*Can you name a famous archaeologist? What did he/she discover?*

*a quiz (p. 107)*

*Do you like knowledge quizzes? What subjects are you particularly good at? What's your least favourite subject?*

*an article about the legend of the Golden Man (p. 110)*

*Do you know anything about the legend of El Dorado, the Golden Man? What would you like to know about it?*

## 2 To practise vocabulary for sciences.

- Explain the task.
- Allow Ss to complete the task in their notebooks.
- Ask individual Ss to read out their answers.

### Answer Key

*Julie wants to study Astronomy.*

*Cole wants to study Zoology.*

*Lucie wants to study Biology.*

*George wants to study Archaeology.*

*Olivia wants to study Geology.*

*Hugo wants to study Physics.*

*Max wants to study Medicine.*

## Vocabulary

### 1 To present vocabulary for sciences

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

## 8a

## Reading

1 **Aim** To introduce the topic

- Ask individual Ss to tell the class if they can play a musical instrument and, if so, which one.
- Have a brief class discussion about musical instruments.
- Ask Ss to say if they have a favourite band and if they have seen their band perform in concert.

**Suggested Answer Key**

*I can play the piano. I started playing three years ago. My favourite band is the Jonas Brothers. I saw them in concert a few years ago. It was an amazing experience! I'll never forget it!*

2 **Aim** To predict the content of the dialogue and listen for confirmation

- Refer Ss to the pictures.
- Ask Ss to read the sentences and invite guesses as to why they think the concert will be ruined.
- Play the recording.
- Ss listen and check if their guesses were correct.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

**Suggested Answer Key**

*I think the concert will be ruined because of the bad weather.*

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

- Ss read the dialogue again and put the events in the correct order.
- Check their answers.

**Answer Key**

B 4    C 2    D 5    E 3

b) **Aim** To summarise a dialogue

Ss use the sentences to give a summary of the dialogue.

**Answer Key**

*Mona, Lee, Harry and Emma are at the Jackal Brothers' concert. Suddenly, it begins to rain heavily. The stage starts to sink in the mud and the concert is about to be cancelled. Mona, Lee, Harry and Emma join their powers to save the concert. Fortunately, the concert is not cancelled.*

**Words Vocabulary**4 **Aim** To present the new vocabulary

- Refer Ss to the pictures.
- Play the recording for Ss to listen and repeat.
- Elicit/explain the meaning of *wind*, *percussion* and *string* instruments.
- Allow Ss some time to write the name of each instrument under the correct category.
- Check their answers.

**Answer Key**

**Wind:** flute, saxophone, trumpet

**Percussion:** drums, tambourine

**String:** violin, electric guitar, cello, double bass

**Grammar**5 **Aim** To present the indefinite articles *A/An* and the definite article *The*

- Ss' books closed. Say, then write on the board: *My friend Peter lives in **a** flat. He is **an** acrobat.* Underline the words in bold. Elicit/Explain that the underlined words are **articles** and that **a/an** have a similar meaning to **one**, with **a** being used **before countable nouns beginning with a consonant sound** and **an** being used **before countable nouns beginning with a vowel sound**. Say, then write on the board: *His flat is near **the** Eiffel Tower.* Elicit/Explain that we use **the** to talk about **specific things** (e.g. *the Eiffel Tower*), for the names of **rivers** (e.g. *the Nile*), **seas/oceans** (e.g. *the Mediterranean/the Atlantic Ocean*), **mountain ranges** (e.g. *the Alps*), **musical instruments** (e.g. *the piano*), etc. Elicit/Explain that we do **not** use **the** to talk about **things in general**, (e.g. *Dolphins are mammals*), for **proper nouns** (e.g. *Peter*), **sports** (e.g. *tennis*), **meals** (e.g. *dinner*), or with the words **school, hospital, home, bed**, etc when we refer to the **purpose** for which they exist (e.g. *She goes to school on foot.*).
- Ss' books open. Refer Ss to the Grammar box and read the sentences aloud. Ss then answer the questions.

**Answer Key**


**names of countries** – no article but **the UK, the USA**  
**cities** – no article

**what someone is** – article **a**

**something mentioned before** – article **the**

**musical instruments** – article **the**

**rivers** – article **the**

**6**  To practise the indefinite articles *A/An* and the definite article *The*

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

**Answer Key**

- 2 -, -                      5 -, -                      8 *The*  
 3 -, -                      6 *The, the, the*  
 4 -, *the, the*            7 -, *the, a*

 **Speaking and Writing**

**7**   To personalise the topic

- Refer Ss to the adjectives and read them aloud.
- Check Ss' understanding of the meaning of the adjectives.
- Ask individual Ss to describe the sounds of the musical instruments from Ex. 4 using the adjectives.

**Suggested Answer Key**

- I think the flute makes a relaxing sound.*  
*I think the violin makes a romantic sound.*  
*I think the saxophone makes a catchy sound.*  
*I think the electric guitar makes a powerful sound.*  
*I think the cello makes a monotonous sound.*  
*I think the trumpet makes a lively sound.*  
*I think the tambourine makes a happy sound.*  
*I think the double bass makes a sad sound.*

**8**    To write a paragraph

- Ask Ss to find information on the Internet about a traditional musical instrument. Alternatively, Ss can use other references if they don't have access to the Internet.
- Allow them some time to collect the information and write a short paragraph.
- Ask individual Ss to report back to the class.
- Alternatively, ask Ss to do the task as part of their homework.

**Suggested Answer Key**

*The bagpipe is the traditional musical instrument of Scotland. It is a wind instrument where the player blows air into a bag and squeezes it out through the pipes. The bagpipe is a very unique instrument with a very powerful sound.*

**8b**

 **Vocabulary**

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

- Refer Ss to the different styles of music.
- Elicit/Explain their meaning.
- Play the recording.
- Ss listen and choose the correct style of music.
- Check their answers.

**Answer Key**

- 1 *pop*                      3 *hip hop*                      5 *dance*  
 2 *reggae*                      4 *classical*


b)  To personalise the topic

In pairs, Ss ask and answer questions about their favourite music styles.

**Suggested Answer Key**

- A:** *What style of music do you prefer?*  
**B:** *I like reggae. What about you?*  
**A:** *I like R&B. etc*

 **Reading**

**2** a)  To predict the content of the text, listen and read for confirmation

- Refer Ss to the pictures and have individual Ss tell the class which types of dance they can recognise and which of the dances is based only on one song.
- Play the recording.
- Ss listen and check their answers.
- Elicit/ Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the words in their dictionaries.

**Suggested Answer Key**

*I can recognise the tango and the hip hop. The Macarena is based only on one song.*

b)  To read for specific information

- Ss read the text again and identify each dance described in the sentences.
- Check their answers.

**Answer Key**

- 2 *macarena*                      4 *tango*                      6 *hip hop*  
 3 *hip hop*                      5 *macarena*

**3 THINK Aim** To express an opinion

- Tell Ss to think of a dance they like and provide information about it.
- Allow them some time to write down some notes if they wish.
- Ask individual Ss to report back to the class.

**Suggested Answer Key**

*Flamenco is a type of dance that comes from southern Spain. It is also the name of the type of music used for this dance. Originally Flamenco was not danced to music, but to the singing and clapping of hands. In modern Flamenco, guitars and other musical instruments are used. Flamenco dancers usually dance on their own. They use body movements and facial expressions. As the dancers perform, they may also clap their hands or stamp their feet. Many dancers also snap small instruments called castanets. It's a very emotional dance and it's definitely my favourite.*

**Grammar**

**4 a) Aim** To present Clauses of Result

- Ss' books closed. Present **Clauses of Result**. Say, then write on the board: *I was **so tired that** I fell asleep on the sofa.* Underline the words in bold. Elicit the meaning of the sentence. Elicit the formation, **so + adjective + that**. Explain to Ss that this is a **Clause of Result**. We use it to **show the result of something**. Follow the same procedure with the structures **such + a(n) (+ adjective) + singular noun + that ...** and **such (+adjective) + uncountable/ plural noun + that ...**.
- Ss' books open. Refer Ss to the Grammar box and read the sentences aloud. Ss say the examples in their own language.

**b) Aim** To practise Clauses of Result

- Refer Ss to the sentences.
- Ss choose the correct answer.
- Check their answers.

**Answer Key**

- 1 such    3 such    5 so    7 such  
2 so    4 so    6 such    8 so

**Everyday English**

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

- Play the recording, twice if necessary.

- Ss listen and then read out the dialogue in pairs.
- Ask a few pairs to read out the dialogue in front of the class. Check their pronunciation.

**b) Aim** To learn synonymous phrases and act out a dialogue

- Refer Ss to the phrases in the box.
- Allow Ss some time to replace the phrases in the dialogue.
- Check their answers.
- Ask a few pairs to act out the dialogue.

**Suggested Answer Key**

**Clerk:** Hello. **How may I help you?**

**Gordon:** Hello. **I'd like to know** if there are any tickets available for the Rihanna concert.

**Clerk:** **Which date do you prefer?**

**Gordon:** Are there any tickets for the 29th of October?

**Clerk:** **Let me see.** Yes. We've got tickets for that date.

**Gordon:** **Excellent! How much are they?**

**Clerk:** All the tickets cost £65.

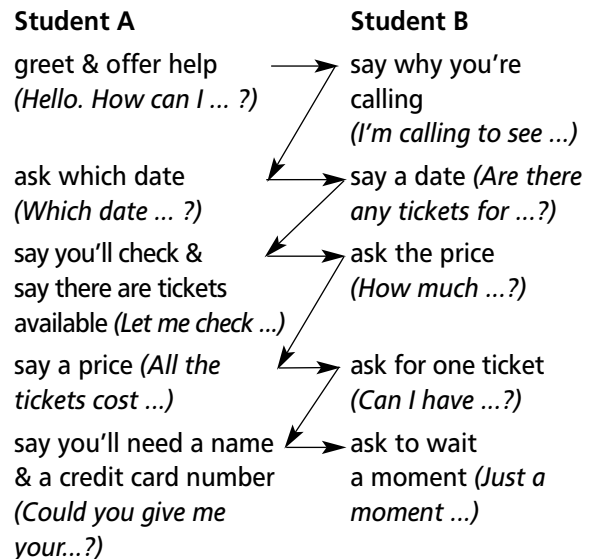
**Gordon:** OK. Can I have one ticket, please?

**Clerk:** **Yes, certainly. Could you give me your name and a credit card number, please?**

**Gordon:** OK. Just a moment ... Dad!

**6 Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 5 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**

- A:** Hello. How can I help you?  
**B:** Hello. I'm calling to see if there are any tickets available for the Nelly concert.  
**A:** Which date are you interested in?  
**B:** Are there any tickets for the 25th of July?  
**A:** Let me check. Yes. We've got tickets for that date.  
**B:** Great! How much do they cost?  
**A:** All the tickets cost £60.  
**B:** OK. Can I have one ticket, please?  
**A:** Yes, of course. I'll need a name and a credit card number, please.  
**B:** OK. Just a moment ... Mum!

 **Listening**

**7**  **To listen for specific information**

- Refer Ss to the characters' names and the sentences.
- Play the recording.
- Ss listen and match the statements to the characters.
- Check their answers.

**Answer Key**

1 c    2 d    3 a    4 b

**AUDIOSCRIPT**

1

- Simon:** What style of music do you prefer, Andrew?  
**Andrew:** I like hip hop, but it often sounds the same. There are only a few artists who have their own style and stand out.  
**Simon:** Yeah, I see what you mean.

2

- Katy:** Linda, do you like Jazz?  
**Linda:** Not really, no. I love collecting dance songs. They cheer me up and they're great for parties!

3

- Alex:** You're interested in Jazz, right Miranda?  
**Miranda:** Definitely! I love Jazz, I just do. Did you know that New Orleans is the home of Jazz? I want to visit it one day. I'm sure there are great jazz bands there.

4

- Emma:** Which music do you like listening to, Trevor?  
**Trevor:** I'm a big fan of heavy metal!  
**Emma:** Really?

**Trevor:** Yes. I listen to heavy metal all the time. It relaxes me!

 **Writing**

**8**   **To make a poster**

- Ask Ss to make a poster about their favourite style of music.
- Allow Ss enough time to design their posters.
- Ask individual Ss to present their posters to the class.
- Alternatively, this can be done for homework.


**Suggested Answer Key**

**Reggae**

Reggae music started in the late 1960s, in Jamaica. It quickly became very popular and by the 1970s, it spread to Britain, Africa and the USA. In Reggae music, we hear the electric guitar, the bass guitar and drums. The most famous Reggae singer was Bob Marley. Reggae has influenced rock and pop music throughout the world. It has also influenced hip hop music in the US.

**8c**

 **Vocabulary**

**1**  **To present new vocabulary and personalise the topic**

- Refer Ss to the pictures.
- Ask Ss to say which they think is the most interesting science and which they would like to study. Encourage them to give reasons.

**Suggested Answer Key**

I think Astronomy is the most interesting science. I would like to study Astronomy because by studying the cosmos we can understand where we came from and where we are going.

**2**  **To practise the new vocabulary**

- Elicit/Explain the meanings of the words in the Check these words box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Explain that the suffixes -er and -ist are commonly used to form words to describe people who do various jobs.

- Elicit a few examples (e.g. *teacher, drummer, violinist, pianist, etc*) before Ss complete the task.
- Check Ss' answers.

### Answer Key

2 astronomer      4 chemist      6 zoologist  
3 biologist      5 physicist

## Grammar

### To present *Used to*

- Ss' books closed. Say, then write on the board: *When I was young, I **used to** collect stamps.* Underline the words in bold. Ask Ss questions to check their understanding of the structure and to establish that it is used to talk about **past habitual actions or states** (*Do I collect stamps now? No.*).
- Ss' books open. Refer Ss to the Grammar box and read the sentences aloud. Ss say the examples in their own language.

### 3 To practise role-playing

- Go through the example questions and explain the task.
- Allow Ss some time to write questions of their own in their notebooks.
- In pairs, Ss ask and answer questions.
- Ask some pairs to act out their interviews.

#### Suggested Answer Key

A: *What did you use to do in your free time Mr Galilei?*  
B: *I used to paint.*  
A: *Did you use to dream of becoming an astronomer?*  
B: *Yes. I always wanted to become an astronomer.*  
A: *Did you use to look at the stars when you were a child?*  
B: *All the time etc.*

### 4 To personalise the topic

- Ss continue the sentences about themselves in their notebooks.
- Ask individual Ss to read their sentences to the class.

#### Suggested Answer Key

1 *play every day*  
2 *have long hair*  
3 *go to bed early*  
4 *make me a big breakfast*

## Let's Play!

### To practise *used to* through a game

- Ss write three statements about themselves using the structure *used to*. Two of the statements must be true and one must be false.
- Ask a S to come to the front and write his/her sentences on the board.
- The rest of the class, in teams or individually, ask questions to try and guess the false sentence. Whoever guesses correctly comes to the board and the game continues.

#### Suggested Answer Key

*When I was younger,  
I used to be fat.  
I used to have short hair.  
I used to ride my bike to school.*

A: *Did you use to be fat?*  
B: *Yes, I did.*  
A: *Did you use to have short hair?*  
C: *Yes, I did.*  
A: *Did you use to ride your bike to school?*  
D: *No, I didn't. Your turn.*

## Grammar

### 5 a) To present and practise Negative Questions

- Ss' books closed. Look at one of Ss in the class and ask: ***Didn't I see you in town yesterday?*** Write the question on the board and underline the words in bold. Ask the question again, point to the same S and help him/her answer: *Yes, you did./No, you didn't.* Explain that these questions are called **Negative Questions**. We use them when **we think we know the answer, but we are not entirely sure**. Elicit/ Explain the form.
- Ss' books open. Refer Ss to the Grammar box and read the sentences aloud. Allow Ss some time to read the quiz and complete it in their notebooks. Check their answers.

### b) To do a quiz

- Ss read the quiz again and choose the correct answers.
- Check their answers.

**Answer Key**

- 2 Isn't      5 Don't      8 Isn't  
 3 Doesn't      6 Wasn't  
 4 Hasn't      7 Can't

**Pronunciation**

**6** **Aim** To pronounce the /s/, /k/, /tʃ/ sounds

- Play the recording.
- Ss listen and choose the correct box in the table.
- Play the recording again, stopping after each word so 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 Ss' answers and pronunciation.

**Answer Key**

	/s/	/k/	/tʃ/		/s/	/k/	/tʃ/
cymbal	✓			rock		✓	
cello			✓	chemistry		✓	
clarinet		✓		city	✓		
ace	✓			archaeologist		✓	

**8d**

**Reading**

**1** **Aim** To practise reading comprehension skills

- Ask Ss if they know anything about the Lord of Sipán. Ask them to guess what they think he was, where he lived, etc.
- Refer Ss to the title and the pictures.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Allow Ss time to read the text and write the correct preposition in their notebooks.
- Play the recording.
- Ss listen and check their answers.

**Answer Key**

- 1 of      3 in      5 in      7 by  
 2 about      4 with      6 on      8 for

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

- Refer Ss to the text.
- Ss read the text again and answer the questions.
- Check their answers.

**Answer Key**

- 1 Archaeologist Dr Walter Alva discovered the tomb of the Lord of Sipán in 1987 in Peru.
- 2 He was the ruler of the Moche people in Peru almost two thousand years ago. He was a warrior and was seen as half-god, half-man.
- 3 His tomb was discovered in the north of Peru. His nose and ears were covered in gold ornaments and his feet were covered in silver.
- 4 Archaeologists have found four tombs so far.
- 5 The world is waiting for the Lords of Sipán to reveal their secrets.

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

- Ss read the text again and complete the task in their notebooks.
- Check their answers.

**Answer Key**

- 1 c      2 d      3 a      4 e      5 b

**4** **THINK Aim** To express an opinion

Ss imagine that they've just visited the tomb of the Lord of Sipán. They talk about what impressed them from the visit.

**Suggested Answer Key**

*The tomb of the Lord of Sipán was absolutely amazing! I have never seen so much gold and silver in a tomb! I was also really impressed by the details on the ornaments.*

**Listening and Speaking**

**5** **Aim** To listen for specific information

- Refer Ss to the sentences.
- Play the recording.
- Ss listen and choose the correct answer.
- Check their answers.

**Answer Key**

- 1 A      3 B      5 A  
 2 A      4 B      6 A

**AUDIOSCRIPT**

**Reporter:** King Tutankhamen lived in Egypt over 3,500 years ago, but today he is as popular as ever. Linda Collins is here with us today to tell us a little bit more about young King Tut! Welcome, Linda.

**Woman:** Hello, Ron.

**Reporter:** Linda, why does King Tutankhamen interest people so much?

**Woman:** I think it's the mystery, Ron. We don't know a great deal about his life. All we know is that he was quite young when he died.

**Reporter:** He was buried in the Valley of the Kings. That's right, isn't it?

**Woman:** Yes, correct. An archaeologist called Howard Carter discovered the tomb.

**Reporter:** When did Carter discover his tomb?

**Woman:** In 1922.

**Reporter:** 1922? So, that's about 90 years ago. What kind of things did Carter find inside the tomb with the King?

**Woman:** Oh, some amazing things. Gold furniture, statues, a life size gold mask of the king's head. There were, in total, about 5,000 items.

**Reporter:** Wow. 5,000 items. That's amazing!

**Woman:** If you ever get the chance to visit the Cairo museum, you'll be able to see them there.

**Reporter:** Linda, we're out of time, but thanks for coming in today ...

**6**  To practise role-playing

- Ss, in pairs, assume the roles of archaeologist and reporter and ask and answer questions about King Tutankhamen.
- Allow Ss some time to form their questions and then practise their role-playing.
- Ask a few pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

**A:** When did he die?

**B:** He died when he was quite young.

**A:** Where was he buried?

**B:** He was buried in the Valley of the Kings.

**A:** When did Howard Carter discover his tomb?

**B:** He discovered his tomb in 1922.

**A:** What was inside his tomb?

**B:** There were 5,000 items inside the tomb.

**A:** Where can you see the items?

**B:** You can see them in the Cairo Museum.

 **Writing**

**7**   To write an article

- Refer Ss to the article on p. 108 and the plan in Ex. 7. Ask them to also use the information from Ex. 5 and write about King Tutankhamen's tomb.
- Alternatively, ask Ss to do the task as part of their homework.

**Suggested Answer Key**

King Tutankhamen's tomb was discovered by Howard Carter in 1922. He was buried in the Valley of the Kings.


King Tutankhamen was a young man who lived in Egypt over 3,500 years ago. We don't know a great deal about his life. He died when he was quite young. Archaeologists discovered 5,000 items in King Tutankhamen's tomb. Some of them include gold furniture, statues and a life size gold mask of the king's head.

The world is waiting for King Tutankhamen to reveal his secrets!

**Dictation (Optional)**

If you wish, you can do the dictation for Module 8. See p. 155.

**Myths and Legends**

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

- Refer Ss to the pictures and read the title.
- Ask Ss to think of three things they would like to know about El Dorado and write three questions.

**Suggested Answer Key**

Where is El Dorado?

Is it about a famous explorer from Spain?

Is it a city in Spain?

b)  To listen for specific information

- Play the recording.
- Ss listen and try to answer their questions.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.

**2**  To read for specific information

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

**Answer Key**

1 C      2 B      3 A      4 A



**3 THINK Aim** To express an opinion

Ask Ss to say or write three things that impressed them about the text.

**Suggested Answer Key**

*What impressed me is that an Indian chief used to cover himself in gold dust and sail out onto Lake Guatavita. Another thing that impressed me is that the Spanish found many treasures in Lake Guatavita and that people still believe that the lost city of gold exists somewhere in Colombia.*

**4 PORTFOLIO @ Aim** To write a short text

- Ask Ss to find information on the Internet about another lost city using the key phrase in the search bar.
- Alternatively, Ss can use other references if they don't have access to the Internet.
- Allow Ss some time to collect the information and write about their lost city.
- Alternatively, ask Ss to do the task as part of their homework.

**Suggested Answer Key**

*The original legend of the city of Troy began in ancient Greece. Homer describes it in 'Iliad'. According to Homer, Troy was an important city in Asia Minor. It was located in an area which is now called Hisarlik, in Turkey.*

*In the late 1860s, a German archaeologist named Heinrich Schliemann went to Hisarlik because he believed Troy was real, not a legend. As he was digging there, he found many treasures hidden deep in the ground, including jewels and gold ornaments.*

*To this day, many people believe that the ancient city of Troy was real. Today, the ruins at Hisarlik are a UNESCO World Heritage site.*

**Fun Time 8**

**Are you good at music?**

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

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

**Answer Key**

- |             |   |                   |   |
|-------------|---|-------------------|---|
| 1 drums     | a | 4 heavy metal     | d |
| 2 50 cent   | e | 5 hip hop         | c |
| 3 classical | f | 6 electric guitar | b |

**Ha ha ha!**

**Aim** To read for pleasure

- Refer Ss to the joke.
- Ask individual Ss to read the joke aloud.

**SONG**

**1 Aim** To listen for specific information

- Ask Ss to look at the picture, read the title and say what they can see (*lost treasures from long ago*).
- Ss read the song and choose the correct words.
- Play the recording. Ss listen and check their answers.
- If you wish, play the recording again. Ss listen and sing along.

**Answer Key**

- |         |          |          |
|---------|----------|----------|
| 1 waves | 3 sight  | 5 earth  |
| 2 story | 4 hidden | 6 jewels |

**2 THINK Aim** To express personal opinion

Ask Ss to read the three possible answer choices and choose the one they think best describes the song. Ask them to support their choice.

**Suggested Answer Key**

*I think sentence b best describes the song because there are lost cities that no one has discovered yet and that we know very little about.*

**Did you know?**

**Aim** To stimulate interest

- Refer Ss to the *Did you know?* box.
- Initiate a class discussion about other big musical instruments (e.g. *cello, harp*, etc).

## Self-Check 8

- 1** 1 A      3 C      5 B      7 B  
2 C      4 A      6 A

- 2** **Across**                      **Down**  
1 chemistry                      3 medicine  
2 astronomy  
4 zoology  
5 geology

- 3** 1 used                      4 so  
2 Can't                      5 didn't use  
3 used to                      6 such

- 4** 1 the      3 an      5 a  
2 -      4 -

- 5** 1 I'm calling to see  
2 Which date are you  
3 Let me check  
4 How much do they cost  
5 Just a moment

## Across Cultures

### 1 To introduce the topic and stimulate interest in the text

- Ask Ss if they have ever watched any films from Hollywood, Bollywood or Mosfilm.
- Have individual Ss tell the class.

#### **Suggested Answer Key**

*I've seen 'Titanic' and 'Avatar,' which are two of Hollywood's most famous films. The special effects were amazing!*

### 2 a) To introduce the topic and listen for confirmation

- Draw Ss' attention to the pictures and the questions and elicit their guesses.
- Elicit/explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Ask individual Ss to report their guesses to the class.
- Play the recording.
- Ss listen and follow the texts in their books and check if their guesses were correct.

#### **Suggested Answer Key**

*The word Bollywood comes from India. It is a mixture of Bombay and Hollywood. The Hollywood area is in Los Angeles in the USA. Mosfilm uses 10 studios and 13 sound stages.*

### b) To read for specific information

- Draw Ss' attention to sentences 1-5 and the items a-e.
- Ask Ss to read the texts again and complete the task in their notebooks.
- Check their answers.

#### **Answer Key**

1 e    2 d    3 c    4 b    5 a

### 3 **PORTFOLIO** To write about a famous film

- Give Ss time to research the topic and write a short paragraph.
- Ss present their information to the class.
- Alternatively, this can be done for homework.

#### **Suggested Answer Key**

*'Chor Machaaye Shor', which means 'The Cry Of A Thief', is a Bollywood film. It is a comedy about a thief who steals diamonds worth millions. He hides them on a building site before the police catch him and send him to prison. When he gets out of prison he goes to find the diamonds and sees that they have built a police station on the site. He thinks of a way to get the diamonds back. The film stars Bobby Deol and Shilpa Shetty and was directed by David Dhawan.*

## CLIL TIME: Science

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

- Draw Ss' attention to the pictures and the questions and elicit their guesses.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Play the recording.
- Ss listen and follow the texts in their books and check if their guesses were correct.

#### **Answer Key**

*Allosaurus, T-Rex, Velociraptor, Compsognathus.*

*One of the biggest dinosaurs was Brachiosaurus.*

*One of the smallest dinosaurs was Compsognathus.*

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

- Ss read the text again and complete the sentences in their notebooks.
- Check their answers.

#### **Answer Key**

1 230 million years

2 lizards, turtles, eggs or mammals

3 Brachiosaurus

4 chicken

5 large meteorite

### 3 **PORTFOLIO** @ **Aim** To write about a dinosaur

- Ask Ss to look up information on the Internet or in encyclopaedias or other reference books.
- Remind them to cover all the points mentioned in the rubric.
- Ask them to present their information to the class.
- Alternatively, this can be done for homework.

#### **Suggested Answer Key**

*Tyrannosaurus Rex (T-Rex) was one of the largest carnivorous dinosaurs that ever lived. It lived in forests in North America 65 million years ago. It was about 12 metres long and 6 metres tall. T-Rex ate meat and other dinosaurs. Scientists say that it disappeared 65.5 million years ago when a meteorite hit the Earth. This happened because the climate changed and most plants and animals died.*



# All About Russia!



<b>Topic</b>
In this section Ss will read and talk about their own culture.
<b>1 Landmarks and Landscapes! 116</b>
<b>Lesson objectives:</b> To talk about famous landmarks and landscapes in Russia
<b>2 Going Shopping! 118</b>
<b>Lesson objectives:</b> To talk about famous shopping areas in Russia

<b>3 People from the Past!</b>	<b>120</b>
<b>Lesson objectives:</b> To talk about famous Russians from the past	
<b>4 Travelling to Space!</b>	<b>122</b>
<b>Lesson objectives:</b> To talk about Russia's role in space travelling	



through the years. The cathedral has three entrances. One of them is famous for its gate known as the Sigtuna Gate. It is an excellent example of bronze art and, according to legend, it was brought from the Swedish town of Sigtuna in the 12th century.

## 2 Going Shopping!

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

- Direct Ss' attention to the title and the pictures.
- Elicit what the pictures show and invite guesses as to what the texts are about (*famous places to go shopping in Russia*)
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Allow Ss time to read the texts and complete the task in their notebooks.
- Check Ss' answers.

#### Answer Key

- |                   |                      |
|-------------------|----------------------|
| 2 shopping centre | 6 art stalls         |
| 3 flat bread      | 7 phonograph records |
| 4 flea markets    | 8 indoor streets     |
| 5 designer shops  |                      |
- 2 shopping centre – Gostiny Dvor (St Petersburg)  
 3 flat bread – Izmailovsky Market  
 4 flea markets – the Flea Market at Udelnaya  
 5 designer shops – Gostiny Dvor (St Petersburg)  
 6 art stalls – Arbat Street  
 7 phonograph records – the Flea Market at Udelnaya  
 8 indoor streets – Gostiny Dvor (St Petersburg)

### 2 **Aim** To practise reading comprehension

- Refer Ss to the questions and the texts in Ex. 1.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to report back to the class.

#### Answer Key

- 1 In Arbat Street.  
 2 At Gostiny Dvor in St Petersburg.  
 3 At the Flea Market at Udelnaya.  
 4 Yes. You can go to Gostiny Dvor in St Petersburg.  
 5 At Izmailovsky Market.  
 6 At Izmailovsky Market.  
 7 To the Flea Market at Udelnaya.

### 3 **Aim** To present and practise polite expressions

- Refer Ss to the phrases.

- Read out the example making sure Ss have understood the task.
- Allow Ss time to complete the task in their notebooks.
- Ask individual Ss to report back to the class.

#### Suggested Answer Key

- 2 *Could/Can/May I have a shashlik?*  
 3 *Can you tell me how much this phonograph record is?*  
 4 *Could/Can/May I have bigger size shoes?*  
 5 *Could/Can/May I have a smaller size coat to try on?*  
 6 *Can you tell me where the café is?*

### 4 **THINK Aim** To personalise the topic

- Ask Ss what their ideal shopping centre would be like. Brainstorm ideas from various Ss around the class.
- Ss work in pairs to do the task.
- Ask a few pairs to report back to the class.

#### Suggested Answer Key

*Our shopping centre will be about two kilometres all the way round. It will have twenty indoor streets with all kinds of shops. Visitors can buy all sorts of things, from designer clothes to crafts and carpets to antiques. Our shopping centre will also include an art market with street artists and street musicians. There will be lots of art stalls and souvenir shops to choose from as well as small cafés with delicious food and lively atmosphere!*

### 5 **Aim** To present and practise a situational dialogue

- Refer Ss to the dialogue and explain the task.
- Allow Ss time to put the dialogue in the right order.
- Check Ss' answers.
- Ss then take roles and act out the dialogue.
- Have some pairs act out the dialogue in front of the class.

#### Answer Key


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

### 6 **Aim** To write about a place to go shopping

- Ask Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for Ss to collect information and make their presentation. Ask them to also include pictures.
- Alternatively, assign the task for homework.

**Suggested Answer Key**

*The House of Books in St Petersburg is the city's largest bookstore and a historical landmark. It is open from 9 a.m. till midnight. Visitors to the House of Books can choose from a huge selection. More than 150,000 books are available including fiction, journalism, children's literature, history, philosophy, science and art. Visitors can also attend many interesting events that take place here: book presentations, lectures, meetings with writers or journalists, classes for children and adults, performances and plays. The souvenir section of the shop is also worth visiting. It sells a wide variety of souvenirs, guide books and albums about St Petersburg. On the second floor of the bookstore there's a cozy café, where you can relax with your new book and a nice cup of coffee!*

**3 People from the Past!****1**  **To introduce the topic and read for confirmation**


- Direct Ss' attention to the pictures and the names in bold.
- Encourage Ss to say what each of the people is famous for and anything they know about them.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Allow Ss time to write a few sentences in their notebooks.
- Ss then read the texts and check their answers.

**Suggested Answer Key**

**Leo Tolstoy** was one of the greatest writers in the world. He wrote "Anna Karenina" and "War and Peace", the greatest novel ever written.

**Anna Pavlovna Pavlova** was one of the greatest ballerinas in the world. The famous Pavlova cake was named after her.

**Pyotr Ilyich Tchaikovsky** was one of the greatest Russian composers. His most famous work is "The Nutcracker", a two-act ballet widely performed during the Christmas season.

**2**  **To practise reading comprehension**

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

**Answer Key**

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

**3**   **To personalise the topic**

- Ask Ss which of the people in Ex. 1 they particularly admire. Encourage Ss to justify their answers.
- Elicit answers from various Ss around the class.

**Suggested Answer Key**



*My favourite one is Leo Tolstoy because he is one of the greatest writers. I often read his works and also watch them performed at the theatre.*

**4**   **To present famous people from Russia**

- Refer Ss to the pictures and the names.
- Invite Ss to say who these people are, what they are famous for and anything they know about them.
- Allow Ss time to complete the task in their notebooks. Encourage them to use the Internet for help.
- Check Ss' answers.

**Answer Key**

1 B    3 D    5 C  
2 F    4 E    6 A

**5**   **To talk about famous Russian people from the past**

- Invite Ss, in pairs, to think about famous Russians from the past.
- Encourage Ss to think of people from various fields (*literature, art, politics, science etc*) and say what they are famous for.
- Allow Ss time to write their lists in their notebooks.
- Have various pairs report back to the class.

**Suggested Answer Key**

**Anton Chekhov** (1860-1904) was one of the greatest playwrights and short story writers in the world. "The Seagull" and "Three Sisters" are two of his most popular plays.

**Anna Akhmatova** (1889-1966) was a Russian poet. She is famous for her short lyric poems.

**Nikolai Gogol** (1809-1852) was a novelist and short story writer. He is particularly famous for "The Overcoat" and "Diary of a Madman".

**Igor Stravinsky** (1882-1971) was one of the most important composers of the 20th century. He is famous for "The Rite of Spring".

**Sergei Eisenstein** (1898-1948) was a film director. He is mostly famous for his silent film "Battleship Potemkin", which was named the greatest film of all time.



*Marc Chagall (1887-1985) was a painter. He is famous for his poetic style in painting.*

*Yuri Gagarin (1934-1968) was a cosmonaut. He is famous for being the first man to journey into outer space.*

## 6 To write about a famous person from the past

- Ask Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for Ss to collect information and make their presentation. Ask them to also include pictures.
- Alternatively, assign the task for homework.

### **Suggested Answer Key**

*Igor Stravinsky was a composer, pianist and conductor. People regard him as one of the most important composers of the 20th century. He was born on 17th June, 1882 in St Petersburg. His parents were Polish who later moved to Russia. Stravinsky's schooldays were rather lonely and he began piano lessons as a young boy. By the age of fifteen, he could play very well. In 1901, he went to study law at the University of St Petersburg but he attended very few classes. He only received a half-course diploma in 1905 and from then on he fully concentrated on his musical studies. He soon presented his orchestrations in Paris, where he stayed with his wife and children. Stravinsky died on 6th April, 1971. He is famous for his unusual use of rhythm and harmony. "The Rite of Spring" is the best example of his unique style.*

## 4 Travelling to Space!

### 1 To read for specific information

- Direct Ss' attention to the title and the picture.
- Initiate a class discussion about space travelling. Invite Ss to say what they know about Russia's role and involvement in space travelling.
- Elicit/Explain the meanings of the words in the *Check these words* box. Alternatively, ask Ss to look up the meanings in their dictionaries.
- Allow Ss time to read the texts and complete the task in their notebooks.
- Check Ss' answers.

### **Answer Key**

- |           |                        |
|-----------|------------------------|
| 1 Sputnik | 4 Yuri Gagarin         |
| 2 2       | 5 Valentina Tereshkova |
| 3 Laika   |                        |

### 2 To present and practise new vocabulary

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

### **Answer Key**

- |               |              |
|---------------|--------------|
| 1 solo        | 5 supplies   |
| 2 exploration | 6 spacecraft |
| 3 launched    | 7 orbits     |
| 4 satellites  | 8 mission    |

### 3 To personalise the topic

- Initiate a brief discussion about the importance of space travelling. Brainstorm ideas from various Ss around the class.
- Invite Ss to say which they think was the most important time in the history of space travelling. Ask them to justify their answers.

### **Suggested Answer Key**

*I think the most important time in the history of space travelling was when Yuri Gagarin orbited the Earth. By being the first man to do that, he proved the power of the human intellect.*

### 4 To do a quiz about space

- Explain the task and allow Ss time to complete it in their notebooks. Encourage them to use the Internet for help.
- Check Ss' answers.

### **Answer Key**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 A | 3 C | 5 B | 7 B | 9 C  |
| 2 C | 4 A | 6 C | 8 A | 10 B |

### Optional activity

Use the Internet and make your own quiz about space.

### To prepare a quiz about space

- Invite Ss, in pairs, to prepare a quiz about space.
- Ask Ss to look up information on the Internet or look in encyclopaedias/other reference books.
- Allow time for Ss to collect information and prepare their quizzes. Ss then swap quizzes and do them.
- Alternatively, assign the task for homework.

### **Suggested Answer Key**

- |                            |                  |           |               |
|----------------------------|------------------|-----------|---------------|
| 1 What is the Sun made of? | A rock           | B hot gas | C ice         |
| 2 What is Pluto?           | A a dwarf planet | B a comet | C an asteroid |

- 3 Which was the first planet to be discovered with a telescope?  
A Neptune    B Uranus    C Jupiter
- 4 Which planet is very much like Earth?  
A Mars    B Mercury    C Venus
- 5 Who was the first man to walk on the Moon?  
A Neil Armstrong    B Buzz Aldrin  
C Yuri Gagarin
- 6 Which planet has the largest rings of all?  
A Uranus    B Jupiter    C Saturn
- 7 Where does Earth get heat and energy from?  
A the Sun    B the Moon    C Mars

- 8 What do we call the group of rocks that orbit the Sun?  
A comets    B asteroids    C planets
- 9 Which planet is known as 'the red planet'?  
A Venus    B Mars    C Mercury
- 10 Which planet is named after the Greek god of the sky?  
A Neptune    B Saturn    C Uranus

**Answer Key**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 B | 3 B | 5 A | 7 A | 9 B  |
| 2 A | 4 C | 6 C | 8 B | 10 C |

## MODULE 1 – Hobbyland

### Unit 1a

- 1** 2 bunk beds                      5 air conditioner  
 3 chest of drawers              6 mat  
 4 MP3 player
- 2** 2 shelves                          4 posters  
 3 curtains                          5 painting
- 3** 2 b      3 b      4 b      5 b      6 a

### Unit 1b

- 1** 2 Is Sally cooking dinner?  
 No, she isn't. She is washing the dishes.  
 3 Is Helen doing the washing-up?  
 No, she isn't. She is ironing.  
 4 Is Betty making the bed?  
 Yes, she is.  
 5 Is Sue watering the plants?  
 Yes, she is.
- 2** 2 Why don't you come      3 How about
- 3** 2 am cooking                      5 is doing  
 3 are helping                      6 is mopping  
 4 is doing                          7 am not making

### Unit 1c

- 1** 2 a – pic 6                          6 h – pic 3  
 3 g – pic 4                          7 f – pic 5  
 4 e – pic 7                          8 b – pic 2  
 5 d – pic 8
- 2** 2 C      3 A      4 A

#### AUDIOSCRIPT

- John:** Hi, Anna! What are you doing?  
**Anna:** Oh, hi! I'm planning my summer holiday.  
**John:** Oh, really? Where are you going?  
**Anna:** Well, my sister and I really want to visit Egypt, but it's a bit too far. My sister loves Italy, too. She would love to see Rome!  
**John:** So, are you going to Egypt or Italy?  
**Anna:** Actually, we don't have that much money to take a boat or a plane, so we're thinking about going to Ireland in my sister's new car!  
**John:** Wow, you're driving to Ireland! You're so lucky! When are you leaving?  
**Anna:** We're leaving next Thursday. We wanted to leave on Friday, but we can't because we're working.  
**John:** Are you planning on staying at a hotel?  
**Anna:** No, we aren't staying at a hotel; we're staying with our cousin, Philip.

**John:** I remember Philip! I also remember his clown costume when I had my theme party at my house last summer. He is so funny!

**Anna:** Yeah, I know!

### Unit 1d

- 1** Isabel is writing to Amy because she wants to be her pen-friend, learn about the UK and practise her English.
- 2** 2 surfing the Net  
 3 downloading music  
 4 fantasy video games
- 3** **short forms:** name's, I'm, I'd like, I'd love, It's, Can't  
**everyday expressions:** Hi, I love hanging out, I'm crazy about, I'm a big fan, Yours  
**sentences without a subject:** Can't wait, write soon
- 4** **Suggested Answer**  
**Name & age:** Marta, 14 years old  
**Where you live:** Warsaw, Poland  
**Reason for writing:** looking for pen-friend, practise English  
**Free-time activities:** surfing the Net, reading comics, spending time with friends  
**Favourite video game:** Toy Story 3

### 5 Suggested Answer

Dear Jill,  
 Hi! My name's Marta. I'm fourteen years old and I'm from Warsaw, Poland. I'd like to be your new pen-friend because I'd love to learn about the UK and practise my English.  
 I'm often quite busy with my school, but in my free time, I love surfing the Net and hanging out with my friends. I'm also crazy about reading comics! Are you?  
 I'm also a big fan of video games. My favourite video game is Toy Story 3. The storyline is great! You try to help the toys escape. It's really exciting!  
 What about you? Where do you live? What do you do in your free time? Do you enjoy playing video games? Can't wait to hear from you! Please write soon!  
 Yours,  
 Marta

### Grammar 1

- 1** 2 am writing                          5 is playing  
 3 are decorating                  6 is chasing  
 4 is listening                        7 are you doing
- 2** 2 Is Tom writing letters?  
 No, he isn't. He is writing emails.

- 3 What are his mum and dad doing?  
They are decorating the kitchen.
- 4 Is Tom's little brother listening to music?  
No, he isn't. He is playing computer games.
- 5 What is Mars chasing?  
Mars is chasing the neighbour's cat.
- 3** 2 is he making  
3 are you moving  
4 A: Is Paul helping  
B: he is mopping  
5 are you leaving
- 4** 2 Does Kelly work                      4 does Diana finish  
3 do the shops open                      5 do you ride
- 5** 2 Brad never reads magazines.  
3 Steve is always late for school.  
4 Amy sometimes downloads music.  
5 Paul often watches TV in the afternoon.  
6 They usually walk to school.
- 6** 2 Do you like                              4 Does your  
3 are having                              brother play
- 7** 2 B            3 A            4 C            5 A
- 8** 1 a            2 b            3 b            4 a            5 a
- 9** 1 doing            3 listening            5 reading  
2 playing            4 surfing
- 10** 2 C            4 A            6 B            8 B            10 A  
3 C            5 B            7 A            9 C

### Modular Revision 1

- 1** 1 b            2 a            3 e            4 f            5 c
- 2** 1 sends            3 sleepover            5 collect  
2 dust            4 hangs
- 3** 1 f            2 d            3 a            4 c            5 b
- 4** 1 Do you always go to bed early?  
2 Cindy is often late for school.  
3 Jim always drinks milk in the morning.  
4 We don't usually play football on Saturday.  
5 Frank sometimes goes to the theatre.
- 5** 1 is looking                              6 collecting  
2 Are you doing                              7 are you doing  
3 is flying                                      8 is singing  
4 playing                                        9 do you go  
5 is talking                                      10 wants
- 6** 1 b            2 b            3 a            4 b            5 b
- 7** 1 Saturday                              3 25  
2 8 o'clock                              4 pirate

### AUDIOSCRIPT

**Narrator:** Listen to two friends talking about a birthday party. Listen and complete.

**Sandy:** Hi, Charlie!

**Charlie:** Oh, hi!

**Sandy:** Are you doing anything this weekend?

**Charlie:** No. Why?

**Sandy:** It's my birthday and I'm having a party! Would you like to come?

**Charlie:** Sure! I'd love to, thanks! Is the party on Sunday?

**Sandy:** No, it's on Saturday.

**Charlie:** Oh, OK. What time is it?

**Sandy:** It's at 8 o'clock. Do you remember where I live?

**Charlie:** You live in Mill Street, right?

**Sandy:** Yes! I live at 25 Mill Street. Oh, and it's a theme party.

**Charlie:** Really? What's the theme?

**Sandy:** It's a pirate theme party, so don't forget to wear a costume.

**Charlie:** OK! Cool! I love dressing up!

- 8** 1 yes    2 no    3 no    4 no    5 yes

### 9 Suggested Answer

Dear Terry,

Hi! How are things with you? My name's Tom. I'm fourteen years old and I'm from Berlin, Germany. I'd like to be your new pen-friend because I'd love to learn about the UK and practise my English.

I'm usually very busy, but in my free time, I love surfing the Net and playing sports. I'm also crazy about collecting and reading magazines! Are you? I'm also a big fan of fantasy video games. My favourite video game is *Spyro the Dragon*. The storyline is great! You travel to different worlds to collect gems and eggs to save dragons. It's really exciting!

What about you? Where do you live? What do you do in your free time? Do you enjoy playing video games? Can't wait to hear from you! Take care!

Yours,

Tom

## MODULE 2 – Jobs for all

### Unit 2a

- 1** 2 computer programmer  
3 photographer  
4 fashion designer  
5 shop assistant  
6 dog walker

- 2** 2 computer programmer  
 3 vet  
 4 dog walker  
 5 photographer  
 6 shop assistant
- 3** 2 It sounds like fun.      4 So am I.  
 3 I'm not so sure.      5 Let me show you.

**Unit 2b**

1	P	A	T	I	E	N	T	F	R	I	E	N	D	L	Y	S
	T	K	I	N	D	X	G	H	C	R	E	A	T	I	V	E
	N	I	N	G	S	O	C	I	A	B	L	E	E	R	S	E
	T	E	A	C	H	E	R	L	O	D	L	O	V	I	N	G
	R	E	L	I	A	B	L	E	L	B	R	A	V	E	A	B
	H	O	N	E	S	T	R	P	R	A	C	T	I	C	A	L

- 2** 2 A    3 D    4 F    5 E    6 B
- 3** 2 needs to be creative  
 3 needs to be patient and sociable  
 4 needs to be kind and practical  
 5 needs to be creative  
 6 needs to be practical and creative  
 7 needs to be reliable and friendly  
 8 needs to be reliable and brave
- 4** 1 at      3 with      5 with  
 2 in      4 of      6 at

**Unit 2c**

- 1** 2 ship                                  6 van  
 3 bicycle                              7 double decker  
 4 underground                      8 scooter  
 5 tram

The secret phrase is: **on the move**

- 2** 2 plane    3 train      4 ship
- 3** 1 on      2 by      3 off      4 on
- 4** 2 c      3 a      4 b
- 5** 2 a      3 b      4 d

**AUDIOSCRIPT**

**Narrator:** Listen and look. There is one example.

**Female:** Where did you go on holiday, Mr Adams?

**Male:** Well, we all went to France for a month. We stayed at a lovely campsite.

**Female:** Wow! France! How did you get there?

**Male:** Oh, I drove there. I love driving!

**Narrator:** Can you see the letter 'c'? Now, you listen and write a letter next to each person.

**Female:** How long did it take you to get there?

**Male:** Well, it took us about five hours to get there. But everyone was busy with different things in the car and time passed quickly!

**Female:** What was everyone doing in the car?

**Male:** Well, Jane wanted to read a book but she forgot it at home, so she read a magazine, instead.

**Female:** And what about Anna and Tim? Were they listening to their new CDs?

**Male:** No, they were playing with their new laptop. They love surfing the Net!

**Female:** I see. Did Grandma Mary come, too?

**Male:** Yes! She loves car rides!

**Female:** What was she doing?

**Male:** Oh, she was talking to her friends on her mobile phone! She can talk on the phone for hours!

**Unit 2d**

- 1** The story takes place on a coach on the way to Scotland.
- 2** B 7      D 5      F 4  
 C 2      E 3      G 6
- 3** a 3      b 1      c 2
- 4** Ss circle the following words:  
 adjectives: unforgettable, last, big, warm, comfortable, hot, wrong  
 adverbs: heavily, suddenly, luckily  
 linkers: and, but, as
- 5** 2 Alex was riding his bike and listening to music.  
 3 Suddenly a bear appeared.  
 4 Alex stopped and got off his bike.  
 5 The bear got scared but it didn't go away.  
 6 Alex gave the bear a sandwich.  
 7 The bear ate his sandwich and then went away.  
 8 Alex went to the beach and told his friends about it.

**6 Paragraph 1**

- last Sunday on the way to the beach
- Alex
- warm and sunny

**Paragraph 2**

- a bear appeared

**Paragraph 3**

- The bear ate Alex's sandwich and went away.
- Alex felt very lucky the bear wasn't too hungry.

**7 Suggested Answer**

Last Sunday Alex was excited about going to the beach. He was riding his bike and listening to music. It was warm and sunny and he couldn't wait to reach the beach.

About half way there suddenly a bear appeared. Alex stopped and got off his bike. Both Alex and the bear were scared but neither tried to go away. As the bear began getting closer to Alex, he remembered he had a sandwich in his backpack. He quickly took it out and gave it to the bear. The bear ate the sandwich and went away.

Finally, Alex managed to arrive at the beach where he met his friends and told them what happened on his way there. Alex felt very lucky the bear wasn't too hungry.

### Grammar 2

- 1** 2 took a taxi  
3 visited his grandparents  
4 went shopping
- 2** 2 Did you surf the Net yesterday?  
Yes, I did./No, I didn't.  
3 Where did your parents go on holiday last year?  
They went to Spain.  
4 When did you meet with your friends?  
I met with them last night.  
5 Did you have a good time last weekend?  
Yes, I did./No, I didn't.
- 3** 2 Was Claire having an English lesson?  
No, she wasn't. She was listening to music.  
3 Was Jane swimming?  
No, she wasn't. She was eating an ice cream.  
4 Was Janet doing her homework?  
No, she wasn't. She was taking photos.  
5 Was Anna fixing the car?  
No, she wasn't. She was playing tennis.  
6 Were Greg and Pat riding horses?  
No, they weren't. They were riding their bikes.
- 4** 2 used to walk                      4 used to hate  
3 used to play                        5 didn't use to like
- 5** 2 were having                        5 were looking  
3 was sailing                         6 was swimming  
4 was wearing
- 6** 2 Mrs Smith wasn't sleeping. She was doing the ironing.  
3 Grandma and Grandpa weren't cleaning the house. They were watering the plants.  
4 John wasn't making sandwiches. He was listening to music.
- 7** 2 A was playing                      4 A was writing  
3 B were walking                    5 B was cooking
- 8** 3 ✓                                      4 well                                  5 bad
- 9** 2 A      3 B      4 A      5 C

### Modular Revision 2

- 1** 1 helicopter                      3 tram                                  5 train  
2 van                                      4 coach
- 2** 1 d      2 e      3 f      4 c      5 a
- 3** 1 passion                              3 sociable                              5 cure  
2 trouble                                4 honest
- 4** 1 saw                                      4 was waiting  
2 was riding                            5 were watching  
3 visited
- 5** 1 careful                                3 hard                                      5 used  
2 play                                      4 well
- 6** 1 We went by coach.  
2 It took us two hours.  
3 We walked around and had lunch.  
4 Yes, it was great!  
5 No, we didn't.
- 7** 1 d      2 e      3 b

### AUDIOSCRIPT

**Narrator:** Listen and match the people to the activities.

**Male:** Hi, Diane! Did you go to the cinema last night with Brenda? I couldn't go.

**Female:** No, I couldn't go either. I was studying for a Maths test.

**Male:** What about the others? What did they do?

**Female:** Well, Brenda went to the cinema to watch a fantasy film. She was very excited.

**Male:** Really? Did Tony go, too?

**Female:** No, he didn't. He isn't really fond of fantasy. He went to the park with his brother. They played football.

**Male:** And what about Larry?

**Female:** Well, Larry was playing his new video game with Peter when I called him at eight o'clock in the evening.

- 8** 1 Last Saturday.  
2 They decided to visit the zoo.  
3 It was very hot.  
4 Yes, they did.  
5 They are cute and playful.

### 9 Suggested Answer

Suddenly, we heard a strange sound. Dad stopped the car and we all got out. We noticed a cardboard box on the side of the road. Mum opened the box and we saw four cute kittens inside. We turned the car around and went back to the house.

## MODULE 3 – Furry friends

### Unit 3a

- 1** 2 fox, h      5 lizard, i      8 bear, d  
 3 leopard, e      6 wolf, f      9 squirrel, j  
 4 snake, g      7 deer, c      10 eagle, b
- 2** a) ugly, small, silly, slow, fat  
 b) 2 beautiful      4 clever      6 thin  
 3 big      5 fast
- 3** 2 fast      3 caring      4 dangerous      5 shy
- 4** 2 animals are more dangerous, too  
 3 Me, too  
 4 I don't know  
 5 Bear it in mind

### Unit 3b

- 1** 2 claws      4 leg      6 tail      8 tail  
 3 neck      5 fur      7 beak
- 2** 2 crocodile      5 turtle      8 turtle  
 3 giraffe      6 giraffe  
 4 crocodile      7 koala
- 3** a) 2 small      4 fast      6 wide  
 3 slow      5 clever
- b) Suggested Answer**  
 The fox has got soft fur and a long tail.
- 4** 2 daily      5 lost      8 land  
 3 population      6 gate  
 4 transport      7 hug

### Unit 3c

- 1** budgie 7      rabbit 9      tortoise 4      goldfish 3  
 puppy 6      hamster 8      goose 1      kitten 5
- 2** 1 rabbit      3 loyal, puppy  
 2 easy, goldfish      4 quiet, tortoise
- 3** 2 sick      4 old      6 serious  
 3 wrong      5 look
- 4** 2 B      3 B      4 A      5 C      6 A

### AUDIOSCRIPT

**Quiz master:** Right then! Are you ready for our quiz about animals? Question number 1. This animal can learn to say about 100 words. (SFX buzz). Yes, Team A?

**Boy:** It's a budgie!

**Quiz master:** Correct! Well done, Team A. Question number 2. This animal can't see very well. Yes, Team B?

**Girl:** Is it a lion?

**Quiz master:** No, it's a hamster! Bad luck, team B. OK, question number 3. People think this animal is lucky. Yes, Team B?

**Boy:** A goldfish!

**Quiz master:** Yes! Well done, Team B is catching up now, this is very exciting. Ready for question number 4? This animal sleeps all winter. Yes, Team A?

**Boy:** I think it's a koala!

**Quiz master:** Oh, sorry, no! It's a tortoise. Get ready for question 5. This animal can have about 28 babies every year. Yes, Team B?

**Boy:** It's a rabbit!

**Quiz master:** Yes it is! OK, team B is doing well. Let's see about question number 6. This animal is an excellent swimmer. Yes, Team A?

**Boy:** It's an iguana!

**Quiz master:** Correct! Well, that brings us to the end of this round ...

### Unit 3d

- 1** 2 Wayanad Wildlife National Park  
 3 so many animals - bears, lizards and even wild dogs  
 4 a huge snake  
 5 the scariest moment
- 2** 2 We went to a chocolate factory yesterday.  
 3 We ate the most delicious chocolates in the world.  
 4 We also went on a boat ride on Lake Zurich.  
 5 It's so exciting to be here.
- 3** 1 b      2 c      3 d      4 a

### 4 Suggested Answer

Hi, Linda!

Greetings from Cuba! I'm having an amazing time here at the Sharks' Friends Dive Centre. Yesterday we went swimming around a coral reef. It was fantastic – full of colourful, exotic fish! I also went swimming with the sharks and came face to face with one! It's so exciting here and I'm having the most amazing adventure!

Bye for now.

Suzy

### Grammar 3

- 1** 2 bigger      7 wider  
 3 shorter      8 more exciting  
 4 fatter      9 better  
 5 harder      10 more colourful  
 6 more beautiful

- 2** 2 Poppy is quieter than Chatty.  
 3 Poppy is more colourful than Chatty.  
 4 Chatty is more expensive than Poppy.  
 5 Chatty is bigger than Poppy.  
 6 Poppy is smaller than Chatty.
- 3** 2 newer than Simon's  
 3 faster than my mum's  
 4 better at Maths than Mike  
 5 taller than Sandy  
 6 is happier than Karen today
- 4** 2 Rosie's cat is the biggest.  
 3 Greg's cat is the cleverest/most clever.  
 4 Joanna's cat is the fastest.  
 5 Joanna's cat is the friendliest/most friendly.  
 6 Rosie's cat is the oldest.  
 7 Joanna's cat is the smallest.
- 5** 2 Hippos are heavier than horses.  
 3 Elephants are the biggest animals on land.  
 4 Fluffy is the biggest of the three cats.  
 5 Hamsters are smaller than rabbits.  
 6 An owl has got bigger eyes than an eagle.  
 7 He's the best student in class.  
 8 I got the worst mark of all.  
 9 My brother is the tallest in my family.  
 10 Who's the oldest in your family?

**6 Suggested Answers**

- 1 Art is the most interesting school subject.  
 2 What is the most beautiful country?  
 Italy is the most beautiful country.  
 3 What is the most difficult sport?  
 Athletics is the most difficult sport.  
 4 Who is the trendiest film star?  
 Johnny Depp is the trendiest film star.  
 5 What is the best song?  
 'SkyFall' is the best song.  
 6 What is the most beautiful animal?  
 The eagle is the most beautiful animal.

- 7** 2 most                      5 strange                      8 coldest  
 3 more                      6 hotter  
 4 most                      7 cold
- 8** 2 c            4 b            6 a            8 b            10 a  
 3 a            5 c            7 b            9 c
- 9** 2 extremely            5 very                      8 not very  
 3 not very            6 extremely  
 4 quite            7 extremely
- 10** 2 Derek's dog/It's got a very long tail.  
 3 It's got quite big ears.  
 4 It's got extremely long hair.  
 5 It's got a very long nose.  
 6 It's got very long legs.

- 7 It hasn't got very big eyes.  
 8 It's got quite a short neck.

**11 Suggested Answers**

- It's got very long arms.  
 It's got quite long hair.  
 It's very heavy.  
 It hasn't got very long legs.  
 It's got extremely strong arms.  
 It's quite big.

- 12** 2 b            4 b            6 c            8 c            10 c  
 3 a            5 b            7 a            9 c

**Modular Revision 3**

- 1** 1 eagle                      5 snake                      9 budgie  
 2 fox                      6 goose                      10 puppy  
 3 squirrel                      7 goldfish  
 4 owl                      8 hamster
- 2** 1 flamingo                      3 snail                      5 crocodile  
 2 tortoise                      4 ostrich
- 3** 1 playful                      3 mammal                      5 quiet  
 2 floppy                      4 tummy
- 4** 1 longest                      3 faster                      5 cutest  
 2 more                      4 most
- 5** 1 quite                      3 quite                      5 extremely  
 2 not very                      4 very
- 6** 1 sick                      3 look                      5 nothing  
 2 wrong                      4 serious
- 7** 1 d            2 c            3 a            4 e            5 b

**AUDIOSCRIPT**

- Teacher:** We're talking about pets in today's lesson. So ... let's see what kind of pets you've got. Judy. Have you got a pet?  
**Judy:** Yes, Miss. I've got a pet hamster!  
**Teacher:** A hamster? What's its name?  
**Judy:** Harriet ...it's a girl!  
**Teacher:** And what about you, Brenda?  
**Brenda:** Miss, I've got a goldfish. It's called McFin!  
**Teacher:** I see ... and Marcus, have you got a pet?  
**Marcus:** Yes, Miss. The best pet in the world ...I've got a puppy!  
**Teacher:** Have you? What's its name?  
**Marcus:** Bugsy!  
**Teacher:** Phil, have you got a dog?  
**Phil:** No, Miss. I've got a rabbit, but it's nearly as big as a dog!  
**Teacher:** Rabbits are nice pets. Selena, tell me about your pet.  
**Selena:** My pet is older than me. It's a tortoise. It's called Speedy.



**Teacher:** Oh? How old is it?

**Judy:** It's thirty!

**Teacher:** Really? It's older than me, too!

- 8** 1 best                      3 guess                      5 scariest  
2 many                      4 outside

**9 Suggested Answer**

Hi, Mike!

Greetings from Morocco! I'm having a great time here at Tinerhir. Yesterday we went camel riding. It was the best experience ever! We saw so many animals on our ride – snakes, lizards and even deer! And guess what! Last night we went camping and there was a fox outside our tent! It was the most amazing moment of my life! It's so exciting here and I'm having the most amazing adventure!

Bye for now.

Simon

**MODULE 4 – Weather wise**

**Unit 4a**

- 1** b 1      d 5      f 2      h 3  
c 4      e 8      g 7
- 2** 2 sunbathing      4 snorkelling      6 jet skiing  
3 scuba diving      5 windsurfing
- 3** 2 C      3 B      4 C      5 A
- 4** 1 c      2 d      3 a      4 b

**Unit 4b**

- 1** January, February, March, April, May, June, July, August, September, October, November, December

**Suggested Answer**

I like August because I usually go on holiday then.

- 2** 2 temperature      7 hibernates  
3 ceremony      8 hole  
4 shadow      9 ground  
5 hedgehog      10 groundhog  
6 tradition
- 3** 2 sunny      4 cold  
3 summer      5 sun
- 4** 2 It's snowy.      4 It's rainy.  
3 It's sunny.      5 It's windy.
- 5** a) 1 snowy 2 rainy 3 cloudy 4 sunny

**b) Suggested Answer**

It'll be very warm in the north of Poland tomorrow. In the east, it will be cloudy and in the south it will be rainy.

**Unit 4c**

- 1 CLOTHES:** jacket, dress, top, trousers, jumper, shirt, coat, T-shirt, skirt

**FOOTWEAR:** boots, socks, shoes

**ACCESSORIES:** belt, gloves

- 2** 1 Alice                      4 Jim                      6 Tina  
3 Zara                      5 Sam
- 3** 2 Why don't you try the red one on?  
3 How much is it?  
4 That's not too bad.
- 4** 1 B      2 A      3 B      4 C      5 B

**AUDIOSCRIPT**

**Mum:** What are you going to wear to the party, Megan?

**Megan:** I think I'll wear my black trousers.

**Mum:** Really? Why don't you wear your red dress? You look so nice in it.

**Megan:** Do you think so? You don't think it's too short?

**Mum:** Not at all!

**Megan:** OK. I'll wear my dress, then.

**Mum:** What time does the party start?

**Megan:** It starts at eight o'clock, but I won't go at eight. I think I'll catch the 8:30 bus, so I'll be there at nine.

**Mum:** What food will there be at the party?

**Megan:** Well, his mum wanted to make some sandwiches and some pies, but I think he's just going to order pizza.

**Mum:** Pizza? Oh, OK.

**Mum:** Who will be at the party?

**Megan:** Well, most of his friends, of course. His parents are going out, but his sisters will be there, and his cousins are going to play some music.

**Mum:** It sounds good.

**Mum:** How are you getting home?

**Megan:** Well, there isn't a bus stop near his house, so I'll probably get a taxi.

**Mum:** No, don't get a taxi. Give us a ring and Dad will come and pick you up in the car.

**Megan:** Really? That's great. Oh, look at the time! I'm going to get dressed. Talk later, Mum!



- 2** 1 August 3 rainy 5 summer  
2 hot 4 October

- 3** 1 am going to 4 Are you going to  
2 is going to 5 will  
3 will

- 4** 1 a 2 a 3 c 4 a 5 c

- 5** 1 sure 3 believe 5 bad  
2 try 4 much

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

**AUDIOSCRIPT**

**Woman:** Paul, what are you going to do on your summer holiday? Are you going to go snorkelling?

**Paul:** No, I'm going to go diving.

**Woman:** What about you, Steve?

**Steve:** I'm going to go scuba diving. I love scuba diving! And Jane is going to relax on the beach and sunbathe. Jane always goes sunbathing when she's on holiday!

**Woman:** Brad, are you going to go windsurfing this summer?

**Brad:** This summer I'm going to go jet skiing. I always wanted to try it. This year my dad is going to teach me!

**Woman:** And Kate? What are you going to do? Are you going to go windsurfing?

**Kate:** No, Faye is going to go windsurfing. I'm going to go snorkelling. We're going to have a lot of fun.

**Woman:** That sounds great!

- 7** 1 T 2 F 3 DS 4 T 5 T

**8 Suggested Answer**

Hi, Jake!

I'm going to have a fancy dress party at my house! The theme will be 'Jungle'. I want everyone to dress up as a jungle animal. Would you like to join us?

My grandma is going to make some sandwiches and burgers and serve everything on big leaves! My brother is going to be the DJ and he's going to play lots of jungle music. My mum is going to decorate the house with flowers and plastic birds!

Please come and join in the fun. The party will be next Saturday from 7 pm to 11pm. At the end of the evening, my dad is going to give prizes for the best costumes!

I hope to see you on Saturday!

Lou

**MODULE 5 – At the mall**

**Unit 5a**

- 1** 2 trainers 5 jacket 8 cardigan  
3 hat 6 sweater 9 belt  
4 bracelet 7 trousers

The secret word is: **tracksuit**

- 2 a)** 1 ... a pair of jeans and trainers.  
2 ... is wearing a cap, trainers, shorts and a shirt.  
3 ... is wearing a suit.  
4 ... is wearing a dress.  
5 ... is wearing a tracksuit and trainers.

**b) Suggested Answers**

- 1 A pair of jeans and a sweater.  
2 A dress.  
3 A tracksuit.

- 3** 2 let's try them on 4 much faster than me  
3 glad to help

**Unit 5b**

- 1** 2 D – spotted 4 B – striped  
3 C – flowery 5 A – plain
- 2** 2 baggy 3 trendy 4 long
- 3** 2 colourful 4 sweet 5 recycled  
3 trendy wrappers 6 ribbons
- 4** 1 B 2 A 3 C 4 D

**Unit 5c**

- 1 a)** 2 lettuce 6 tuna  
3 ketchup 7 doughnut  
4 steak 8 pie  
5 mustard 9 mayonnaise

**b) I'm having spaghetti for dinner.**

**2**

O	R	A	N	G	E	C	S	E	C	B
L	I	M	P	O	T	A	T	O	V	U
Y	W	A	R	T	S	K	N	U	O	T
S	T	R	A	W	B	E	R	R	Y	T
N	B	R	S	O	N	I	O	N	L	E
C	M	I	L	K	M	P	O	I	K	R
C	H	O	C	O	L	A	T	E	L	Y
A	S	B	Y	C	H	E	E	S	E	T
P	E	L	E	T	T	U	C	E	A	C
P	T	V	N	U	N	M	P	I	E	K
L	P	Y	B	N	R	A	D	F	H	G
E	L	O	S	T	R	W	R	U	I	S

- 3 Peel:** onion, potato, apple  
**Boil:** potato, milk

- Bake:** potato, cake, pie, apple  
**Chop:** potato, onion, lettuce, strawberry, apple  
**Fry:** butter, potato, onion

- 4** 2 cheese                      4 mushrooms  
 3 onions

**AUDIOSCRIPT**

- Male:** I'm really hungry, Patty.  
**Female:** Me, too. Let's make something to eat!  
**Male:** OK! How about a pizza?  
**Female:** Great idea! What do we need?  
**Male:** Well, of course we need a pizza crust. I think there's one in the fridge.  
**Female:** Let me see...Yes! We've got a pizza crust. What else do we need?  
**Male:** Mmm...we need some cheese.  
**Female:** OK. How much?  
**Male:** About three handfuls.  
**Female:** Yes, we've got enough cheese. What about vegetables?  
**Male:** OK. We need about a handful of onions and two handfuls of chopped tomatoes.  
**Female:** OK. And how about some sliced mushrooms?  
**Male:** OK. I love mushrooms!  
**Female:** Great! We're ready, then! Let's make our pizza!

**Unit 5d**

- 1** 2 staff                      3 amazing                      4 excellent

- 2** A 3                      B 2                      C 1

- 3** **décor:** simple, welcoming  
**staff:** friendly, polite, cheerful  
**food:** varied, delicious, different, excellent  
**prices:** reasonable

**4 Suggested Answer**

- name/place:** Taco Heaven Mexican Restaurant  
**décor/staff:** traditional, colourful, friendly, polite  
**food/prices:** delicious, spicy, inexpensive  
**recommendation:** excellent, relaxing

**5 Suggested Answer**

Taco Heaven  
*Taco Heaven* is a Mexican restaurant in Gdańsk. The décor is traditional and colourful. The restaurant staff are very friendly and polite. The food is absolutely amazing! The menu is varied and there are a lot of different choices. Regular items are spicy tacos, salads and pasta. Make sure you leave enough room for the delicious Mexican desserts! *Taco Heaven* is not an expensive restaurant. For example, a meal for two costs 35 euros.

I would definitely recommend *Taco Heaven*. The food is excellent and the atmosphere is very relaxing. Visit *Taco Heaven* for a taste of Mexico in Gdańsk!

**Grammar 5**

1	Adjective	Comparative	Superlative
	big	bigger	the biggest
	long	longer	the longest
	beautiful	more beautiful	the most beautiful
	small	smaller	the smallest
	expensive	more expensive	the most expensive
	good	better	the best
	bad	worse	the worst
	nice	nicer	the nicest
	comfortable	more comfortable	the most comfortable

- 2** 2 sunnier than                      6 hotter than  
 3 more expensive than                      7 more comfortable  
 4 faster than                      8 shorter than  
 5 longer than

- 3** 2 the tallest                      5 the worst  
 3 the best                      6 the oldest  
 4 the safest

- 4 a) 1 B**  
 2 the loudest                      A  
 3 the largest                      B  
 4 the most dangerous                      C  
 5 the coldest                      C  
 6 the tallest                      A  
 7 the biggest                      A  
 8 the hottest                      B

- 5** 2 as cold as                      4 as expensive as  
 3 as interesting as                      5 as tall as

- 6** 2 The trainers are too small.  
 3 The dress isn't short enough.  
 4 The sweater isn't thin enough.  
 5 The suit is too casual.  
 6 The cardigan isn't trendy enough.

- 7** **Countable:** apple, doughnut, biscuit, tomato, egg, strawberry  
**Uncountable:** mayonnaise, milk, ketchup, cheese, spaghetti, mustard

- 8** 2 I've got some money on me.  
 3 I meet a lot of people.  
 4 I've got a lot of bags to carry home.

- 9** 2 much      5 a little      8 much  
3 many      6 much  
4 a few      7 a few

- 10** 2 much      4 much      6 many  
3 many      5 many

**Suggested Answers**

- 1 I drink a glass of milk everyday.  
2 I have a lot of homework on Mondays.  
3 I ate a few apples.  
4 I take only a little sugar.  
5 I eat a lot of vegetables.  
6 I read only a few books a year.
- 11** 2 Next, put some Nutella on each slice of bread.  
3 After that, slice the banana.  
4 Then, put the banana on the bread.  
5 Finally, put the slices together and grill.

**Modular Revision 5**

- 1** 1 E    2 F    3 B    4 C    5 D
- 2** 1 tuna                      3 pie  
2 chips                      4 mayonnaise
- 3** 1 a lot of              3 a few              5 much  
2 much              4 a little
- 4** 1 as expensive as      4 as trendy as  
2 long enough      5 formal enough  
3 too tight
- 5** 1 b    2 a    3 a
- 6** 1 C    2 C    3 A

**AUDIOSCRIPT**

**Narrator:** Listen and put a tick under the correct answer. Where are Larry and Kelly going for dinner?

**Male:** Hi, Kelly! Would you like to go out for dinner tonight?

**Female:** Sure, I'd love to! Last week I went to Al Nesto with my sister, so I want to go to another restaurant.

**Male:** OK! How about that new restaurant, Al Pesto?

**Female:** Well, my parents went there and they say it's a bit expensive. What about Alfredo's? They've got great spaghetti!

**Male:** OK! Alfredo's it is, then!

**Narrator:** The correct answer is Alfredo's, so there is a tick in box A. Now we are ready to start.

**1 How much did Peter pay for the steak?**

**Male:** Tom and I went to that new restaurant last night. We both had steak.

**Female:** How much did you pay? About 40 euros?

**Male:** Well, Tom and I paid a hundred euros, altogether.

**Female:** Wow, that is expensive! I can't believe you paid fifty euros for a steak!

**2 How far is the restaurant?**

**Female:** So, how far is the restaurant, Jim? Ten kilometres?

**Male:** No. It's less than four. Let me check. Yes. It's one kilometre away.

**Female:** One kilometre? That's near here. Excellent!

**3 Which food does Kim like?**

**Female:** I'm hungry. Is there anything to eat?

**Male:** Well, what about a steak and chips?

**Female:** Well, I'm not that hungry. I think I'd prefer a tuna salad.

**Male:** OK. I think I'll have some tuna salad, too.

- 7** 1 C    2 A    3 B

**8 Suggested Answer**

The *Green Dragon* is a new Chinese restaurant in London. The décor is simple and welcoming. The staff are all friendly and cheerful.

The food is absolutely fantastic! You can choose from a wide variety of dishes. *The Green Dragon* is not an expensive restaurant. A meal for two costs about €40.

I would definitely recommend *The Green Dragon*. The food is delicious and the atmosphere is excellent.

**MODULE 6 – Experiences****Unit 6a**

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

**2 go:** hang-gliding, skiing

**play:** baseball, ice hockey, badminton

**do:** gymnastics, judo

- 3** 2 relaxing                      4 exciting  
3 dangerous                      5 boring

- 4** 1 Yeah! Don't worry!      3 See! I told you!  
2 Wish me luck!

Unit 6b

1	I	C	E	S	K	A	T	I	N	G	H	B
	C	H	K	Y	G	L	O	V	E	S	T	A
	E	O	S	B	O	P	R	A	C	K	E	T
	H	C	R	O	F	C	C	I	M	E	N	T
	O	K	F	O	V	R	D	C	S	E	N	R
	C	E	O	T	G	I	H	E	K	J	I	G
	K	Y	O	S	Z	C	A	S	H	U	S	O
	E	S	T	O	Y	K	I	K	E	H	Y	G
	Y	T	B	A	S	E	B	A	L	L	M	G
	T	I	A	E	K	T	S	T	M	S	A	L
	F	C	L	C	I	B	N	E	E	R	O	E
	B	K	L	T	S	P	Y	S	T	A	O	S

**Sports:** ice hockey, baseball, tennis, cricket, football  
**Equipment:** hockey stick, skis, skates, helmet, goggles, bat, gloves, boots, racket

- 2 2 a 4 b 6 b 8 a  
 3 b 5 b 7 a
- 3 2 hope 4 strength 6 pitch  
 3 arranged 5 got

Unit 6c

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

AUDIOSCRIPT

- 1 Which sport is Kate going to do this weekend?  
**Male:** So, Kate, are you coming skiing with us at the weekend?  
**Female:** Skiing? You know I can't stand skiing!  
**Male:** Well, what are you going to do this weekend?  
**Female:** I wanted to play tennis with Ryan, but I broke my tennis racket. So I guess we'll just play basketball, instead.
- 2 Which sport is John doing today?  
**Female:** Where is John? Is he at the swimming pool?  
**Male:** No. He doesn't go swimming on Tuesdays.  
**Female:** Oh, yes you're right. He plays baseball on Tuesdays.  
**Male:** Yes, but today he isn't going to play baseball, either. He's going to play football.
- 3 What has Mark tried?  
**Female:** Hey, Mark! You won't believe what I did yesterday. I went bungee jumping!  
**Male:** Really? Weren't you scared?

**Female:** No, I wasn't. Have you ever tried bungee jumping?

**Male:** Me? Never! But I've tried hang-gliding.

4 What is Monica going to do at the weekend?

**Male:** What are you going to do at the weekend, Monica?

**Female:** I'm going to try ice skating. Would you like to come?

**Male:** No, thanks. I've got a cricket match.

Unit 6d

- 1 1 Mandy is writing to Emma.  
 2 To tell her friend about an accident she had.
- 2 picture A
- 3 a 1 b 3 c 2
- 4 2 O 3 C 4 C 5 C

5 Suggested Answer

Hi, Jenny!  
 How are you? Hope you had a nice weekend. You won't believe what happened to me!  
 I went to the beach last Saturday. All my friends were there and we had a lot of fun. But guess what happened? We were all playing volleyball when I fell over and twisted my wrist! I have never twisted my wrist before. I still can't believe I hurt myself while I was playing! My friend took a picture of me, too. I'm sending it to you. Don't I look silly?  
 Anyway, that's all my news. I'd better go now. Talk soon!  
 Love,  
 Ann

Grammar 6

- 1 1 been 5 danced 9 done  
 2 eaten 6 broken 10 cut  
 3 hurt 7 visited 11 taken  
 4 played 8 sung 12 tried
- 2 2 B 3 A 4 B 5 A
- 3 2 haven't eaten 4 has gone  
 3 has been 5 've lost
- 4 2 Have, climbed  
 Yes, they have./No, they haven't.  
 3 Has, met  
 Yes, he has./No, he hasn't.  
 4 Have, tried  
 Yes, I have./No, I haven't.
- 5 2 Have, been 3 has gone 4 've been

- 6** 1 since 4 for 7 ever  
 2 ever 5 already  
 3 already 6 never
- 7** 2 He's just arrived at the airport. He hasn't got on the plane yet.  
 3 She's just gone shopping. She hasn't gone home yet.  
 4 She's just washed the vegetables. She hasn't made the salad yet.
- 8** 2 yourself/yourselves 5 myself  
 3 herself 6 himself  
 4 ourselves
- 9** 2 You have to do it yourself/yourselves because I don't have any free time.  
 3 I burnt myself while I was cooking.  
 4 Do you like the T-shirt? I designed it myself.  
 5 It was a great ride and I enjoyed myself very much.
- 10** 1 B: ate  
 2 A: haven't had  
 B: made  
 3 A: 's been  
 B: haven't seen  
 4 A: Have you ever played  
 B: was  
 5 A: 's broken  
 B: bought
- 11** 1 never 3 since 5 last  
 2 just 4 ago 6 for
- 12** 2 A 3 B 4 C 5 B

### Modular Revision 6

- 1** 1 a 2 b 3 a 4 b 5 a
- 2** 1 f 2 d 3 e 4 b 5 a
- 3** 1 Have you ever ridden a horse  
 2 Donna has never visited Wales  
 3 Patty's just made lunch  
 4 Bob's lived here for ten years  
 5 She's been a teacher since 2000
- 4** 1 cut 3 bought 5 did she call  
 2 gone 4 been
- 5** 1 myself 4 yourself/yourselves  
 2 themselves 5 ourselves  
 3 himself
- 6** 1 Yeah. Don't worry!  
 2 Sure! Count me in!  
 3 On no! I hope she's alright!

- 7** 1 Edison 3 judo 5 sixty/60  
 2 thirteen/13 4 September

### AUDIOSCRIPT

- Female:** Bradford Sports Centre. May I help you?  
**Male:** Yes. Could you please give me some information?  
**Female:** Yes, of course. But first, can you tell me your name, Sir?  
**Male:** Henry Edison.  
**Female:** Edison? How do you spell your surname?  
**Male:** E-D-I-S-O-N.  
**Female:** And how old are you Mr Edison?  
**Male:** I'm thirteen.  
**Female:** Thirteen. OK. And which sports are you interested in?  
**Male:** I'd really like to try judo. Are there any classes?  
**Female:** Let me see ... Yes! A new judo class starts on the 20th of September.  
**Male:** The 20th of September. And how much does it cost?  
**Female:** It's sixty euros.  
**Male:** Ok, thanks!

- 8** 1 C 2 A 3 C

### 9 Suggested Answer

Hi, Nick,  
 How's it going? Hope you had a nice weekend. I'm writing to tell you what happened last Saturday. I was playing ice hockey with my friends and we were having a great time. Suddenly, I fell on the ice and broke my leg. My mum took me to hospital. But guess what happened? I was lying in bed when I suddenly saw my favourite singer walk into the room! Of course I got an autograph! My brother took a picture of us, too.  
 I can't wait to see you and tell you all about it and show you the picture!  
 See you soon,  
 Steve

## MODULE 7 – Land and sea

### Unit 7a

- 1** 1 armadillo 4 dolphin  
 2 tiger 5 hippo  
 3 seal 6 chimpanzee
- 2** 2 tail 5 family 8 eat  
 3 quickly 6 tall  
 4 insects 7 longer
- 3** 2 a 3 a 4 a

**Unit 7b**

- 1** 2 cub      3 chick      4 calf      5 infant  
**2** 1 cub              3 cub              5 calf  
     2 chick          4 infant  
**3** 1 True      2 True      3 False      4 True

**Unit 7c**

- 1** 1 b      3 a      5 d      7 f  
     2 g      4 c      6 e  
**2** 2 volcano      4 waterfall      6 cave  
     3 cliff          5 valley          7 island  
**3** 2 frightened              5 embarrassed  
     3 interested              6 surprised  
     4 excited  
**4** 1 15th May      3 9:30 a.m.      5 Baker  
     2 Park          4 gloves

**AUDIOSCRIPT**

*Woman: OK, everyone! Please be quiet and listen up! Our school is organising a tree planting campaign on the 15th of May. That's next Sunday. We are going to plant trees in Castle Valley Park. If you would like to take part, write your name on this paper. We are going to meet at Castle Valley Park at half past nine in the morning. So, please be on time. Don't forget to bring a hat and a good pair of gloves. There will be drinks for everyone, so you don't have to bring any. For more information, please see Mr Baker in Room 3A. This is a great way to show how much you care about ...*

**Unit 7d**

- 1** 1 b      2 b  
**2** c  
**3** 1 Hey, guys!  
     2 amazing  
     3 Well, better go now!  
     4 What about you, bloggers?

**4 Suggested Answer**

Hey, guys! I have just come back from an amazing holiday! Let me tell you about a really cool landmark I visited – *The Sagrada Familia* in Barcelona, Spain. *The Sagrada Familia* is a huge church with eighteen towers. They began building it in 1882 but it's still incomplete. They say when it's finished, about 13,000 people will be able to sit inside. You can spend hours walking around the church. There are

lots of statues to see and you can also take pictures. You can go up the many stairs to enter the museum or take a lift to the top of the church. Well, better go now! What about you, bloggers? What famous landmark is there in your country?

**Grammar 7**

- 1** 2 She can ride a bicycle now, but she couldn't ride a bicycle when she was seven.  
     3 She can swim now, but she couldn't swim when she was three.  
**2** 2 Marie Curie could read Russian and French when she was four.  
     3 Pablo Picasso could paint when he was one.  
     4 Vanessa Mae could play the violin when she was five.  
**3** 2 You shouldn't give it chocolate.  
     3 You should take it for a walk every day.  
     4 You should give it a bath.  
     5 You shouldn't leave it by itself in a car.  
     6 You should take it to the vet regularly.  
     7 You shouldn't leave it alone all day.  
**4** 1 a      2 e      3 d      4 c      5 b  
**5** 1 I may. Or we may go to Spain.  
     2 I'm not sure. There may be one in Green Street.  
     3 They may come. I don't know.  
     4 I'm not sure. She may be his cousin.  
     5 It may take you five minutes to get here from there.  
**6** 2 mustn't      4 mustn't      6 mustn't  
     3 must          5 must  
**7** 1 have          3 don't          5 do  
     2 have          4 have  
**8** 2 Brian has to clean their living spaces every day.  
     3 Brian doesn't have to work at the weekend.  
     4 Brian has to give them toys to play with every day.  
     5 Brian has to answer people's questions every day.  
     6 Brian has to work outside in all kinds of weather.  
     7 Brian doesn't have to train the animals every day.  
**9** 2 A, C      4 B      6 A, C      8 B  
     3 A, C      5 A, B, C      7 A, B  
**10** 2 Many families who/that live in my neighbourhood have got pets.  
     3 Julie, who is my friend, has got five cats.  
     4 Dover is a beautiful town where you can see the White Cliffs.  
     5 Tina likes sports which/that she can do in the water.



- 11** 2 who/that                      6 where  
 3 which/that                    7 which/that  
 4 where                            8 where  
 5 who/that

- 12** 2 annoyed                        6 embarrassing  
 3 excited                         7 interested  
 4 frightened                    8 surprised  
 5 relaxing

**Modular Revision 7**

- 1** 1 eagle                      3 wolf                      5 tortoise  
 2 seal                        4 crocodile

- 2** 1 caves                      3 volcano                    5 cliff  
 2 waterfall                4 beach

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

- 4** 1 interested                      4 exciting  
 2 annoying                      5 relaxing  
 3 embarrassed

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

- 6** 1 C                      2 A                      3 B

**AUDIOSCRIPT**

**Man:** Hello, 'Kids' Clean-up Club'.  
**Girl:** Hello! My name's Angie. I'd like to visit your club. Where exactly is it? Is it in Apple Road?  
**Man:** It used to be in Apple Road, but now we've moved to King Street, next to the bank.  
**Girl:** King Street, OK. I'd also like to learn more about 'Kids' Clean-up Club'. What do you do?  
**Man:** Well, we work with different schools and organise clean-up campaigns. We usually go to beaches and parks. We want children to learn about different ways they can help the environment.  
**Girl:** That's great! How can I become a member?  
**Man:** Well, first you have to come to our office and fill out an information form.  
**Girl:** OK. And how much does it cost to be a member?  
**Man:** Well, to be a member you have to pay 20 pounds a year, or 15 pounds for six months. Oh, I almost forgot! All new members get a special gift!  
**Girl:** Really?  
**Man:** Yes. You get a poster of your favourite wild animal. For more information, though, have a look at our website.  
**Girl:** OK, I will! Thank you very much. Goodbye!

- 7** 1 F                      2 T                      3 T

**8 Suggested Answer**

Hey, guys! I have just come back from an amazing holiday! Let me tell you about a really cool landmark I visited – The Eiffel Tower in Paris, France. The Eiffel Tower is a huge iron tower that is 324 metres tall. There are over 1,000 stairs and three different levels. There is lots to do and see there. You can take the lift to the top of the tower where you can have a beautiful view of Paris. There are also restaurants and gift shops in the tower. Well, better go now! What about you, bloggers? What famous landmark is there in your country?

**MODULE 8 – Great discoveries**

**Unit 8a**

- 1** 2 romantic                      4 lively                      6 relaxing  
 3 sad                              5 boring
- 2** A 9                      C 8                      E 3                      H 4  
 B 2                      D 6                      F 5                      I 7
- 3** 2 Don't give up                      4 It's not fair  
 3 Good thinking

**Unit 8b**

- 1** 1 jazz                              3 classical  
 2 heavy metal                      4 hip hop
- 2** 2 C                      3 B                      4 E                      5 A
- 3** 2 lived                              5 song  
 3 changes                              6 such  
 4 development

**Unit 8c**

- 1** 2 PHYSICS                              6 GEOLOGY  
 3 CHEMISTRY                              7 ASTRONOMY  
 4 ARCHAEOLOGY                              8 ZOOLOGY  
 5 BIOLOGY

**Secret word: DISCOVERY**

- 2** 2 zoologist                      4 astronomer                      6 biologist  
 3 geologist                      5 chemist
- 3** 2 A                      3 E                      4 B                      5 D

**AUDIOSCRIPT**

**Jane:** Hi, Larry! What are you doing?  
**Larry:** Oh, I'm working on my History project about famous people and their inventions.  
**Jane:** Do you need any help?  
**Larry:** Sure. I've only got a list of the people, but I haven't collected much information about their inventions yet, so I'm going to use the encyclopaedia.

- Jane:** OK, let's see what you've got so far. Johannes Gutenberg... Didn't he invent the telegraph?
- Larry:** Well, let's look it up in the encyclopaedia ... Um ... Johannes Gutenberg invented the printing press.
- Jane:** Oops! Well, I wasn't much help there! So who invented the telegraph?
- Larry:** Well, Samuel Morse invented the telegraph.
- Jane:** I thought it was Wilhelm Rontgen who invented that.
- Larry:** No, I've already done him. Rontgen discovered the X-ray. He was a scientist and even won a Nobel Prize for physics.
- Jane:** Oh, OK. What about Orville and Wilbur Wright? They made the first aeroplane, right?
- Larry:** Yes, that's right. They built the world's first plane in 1900. So, that leaves one person on my list – Levi Strauss.
- Jane:** Yeah, well everyone knows what he invented – blue jeans!
- Larry:** Yeah! (laugh) Just about everyone I know has a pair of Levis!

### Unit 8d

- 1** 1 Miley Cyrus  
2 *The Time of Our Lives*  
3 *Party in the USA*  
4 at the top of the music charts

**2** A

**3** 3, 5, 6, 8

**4 Suggested Answer**

**Artist:** Selena Gomez & the Scene

**Album:** A Year Without Rain

**Most popular song:** Round and Round

**General comments:** It's sure to become an all-time favourite and a big hit with Selena Gomez followers everywhere. Expect to see it at the top of the music charts for months!

- 5** *A Year Without Rain* is the new album from American pop band Selena Gomez & the Scene. Selena is a very talented singer who is popular with teens all over the world. She has an amazing voice, powerful music and exciting lyrics, so expect her to be around for a long time!  
The most popular song on the album is *Round and Round*. This fantastic album is full of catchy songs that will have all Selena Gomez fans jumping up and down on the dance floor!  
The album is sure to become an all-time favourite and a big hit with Selena Gomez followers everywhere. Expect to see it at the top of the charts for months!

### Grammar 8

- 1** the /ðə/                      the /ði/  
city                              elephant  
pyramid                        umbrella  
dress                             astronomer  
valley                            ice cream  
museum                         archaeologist
- 2** 2 the            4 –            6 the            8 –  
3 the            5 –            7 the
- 3** 2 ✓  
3 X, We are going to see the Statue of Liberty, too.  
4 X, We are also going on a picnic in Central Park.  
5 X, We have booked a hotel that has a view of the Atlantic Ocean.  
6 ✓
- 4** 2 so                              3 such                              4 such  
**Picture A:** 1                      **Picture C:** 2  
**Picture B:** 4                      **Picture D:** 3
- 5** 2 such            4 so            6 such            8 such  
3 so                5 such            7 so
- 6** 1 used to have  
2 Did he use to have, didn't use to drive  
3 Did Uncle Roy use to have, used to be  
4 Did you use to go, used to go
- 7** 2 Don't                              5 Didn't                              8 Weren't  
3 Hasn't                              6 Can't                                9 Isn't  
4 Doesn't                            7 Haven't                            10 Doesn't
- 8** 2 Don't                              3 Won't                              4 Can't

### Modular Revision 8

- 1** 1 flute                              4 tambourine  
2 saxophone                        5 trumpet  
3 cello
- 2** 1 Zoology                            4 Physics  
2 astronomer                        5 chemist  
3 biology
- 3** 1 A            4 B            7 A            10 A  
2 A            5 C            8 A  
3 B            6 B            9 C
- 4** 1 Which date are you interested in?  
2 We've got tickets for that date.  
3 I'll need a name and a credit card number, please.
- 5** 1 T            2 F            3 T            4 F

### AUDIOSCRIPT

**Teacher:** Ok, everyone! Listen up, please! Today I want to talk about lost civilisations – in particular, the lost city of Atlantis.

*The city of Atlantis was first mentioned by the ancient Greek philosopher Plato, who describes it as a beautiful island. According to Plato, Atlantis was created by Poseidon, the god of the sea. Plato also gives us an idea of what the Atlantians were like. He describes them as amazing architects and engineers. But what happened to the city of Atlantis? How was it destroyed? Well, again according to Plato, an earthquake shook the land, giant waves rolled over the shores, and the island sank into the sea, never to be seen again. But was Atlantis real or was it just a story? And if it was real, where was it? Some experts believe that Atlantis is near Greece or Africa, while others believe that it's lost somewhere in the Atlantic Ocean. So, children, as you realise ...*

- 6** 1 Canada  
2 pop and R&B, with some really cute lyrics  
3 Justin's fans  
4 *Baby*

## FURTHER VOCABULARY PRACTICE

### MODULE 1

- 1** 2 mop 5 ironing 8 dust  
3 cook/prepare 6 do/wash  
4 vacuum 7 bed
- 2** **Hidden words:** 2 SHELF, 3 BUNK BEDS, 4 CHEST OF DRAWERS, 5 MAT, 6 BEDSIDE TABLE
- 3** 2 popular 6 enemy 10 floating  
3 gets 7 chasing 11 bottom  
4 compete 8 kidnapped 12 mind  
5 beat 9 corridors
- 4** 2 C 5 C 8 B 11 B  
3 B 6 A 9 C 12 C  
4 A 7 A 10 A 13 A
- 5** 2 d 3 a 4 e 5 b
- 6** 2 on 6 on 10 out  
3 up 7 after 11 out  
4 off 8 off 12 with  
5 up 9 for

### MODULE 2

- 1** 2 pilot 4 photographer 6 vet  
3 farmer 5 teacher
- 2** 2 C 4 A 6 B 8 C  
3 C 5 A 7 A 9 A

- 3** 2 tram 5 Scooters  
3 ship/boat 6 double-decker (bus)  
4 helicopter
- 4** 2 of 4 with 6 with 8 with  
3 in 5 at 7 of
- 5** 2 a 3 a 4 b 5 a 6 b

### ACROSS CULTURES/CLIL TIME

- 1** 2 scientist 7 protect  
3 ancient 8 documents  
4 grown-up 9 military  
5 message 10 citizen  
6 advanced
- 2** 2 complicated 4 contain 6 miniature  
3 out 5 whole
- 3** 2 entertainment 7 responsibility  
3 advanced 8 scientist  
4 protect 9 information  
5 created 10 organisation  
6 famous

### MODULE 3

- 1** 2 owl 5 cheetah 8 bear  
3 squirrel 6 fox 9 wolf  
4 snake 7 eagle 10 deer
- 2** 2 W 7 W 12 W 17 B 22 W  
3 P 8 P 13 P 18 W 23 B  
4 B 9 W 14 P 19 W 24 B  
5 B 10 W 15 W 20 W  
6 B 11 W 16 W 21 W
- 3** 2 yes 4 no 6 yes 8 yes 10 yes  
3 yes 5 no 7 no 9 no
- 4** a) 2 d 3 a 4 e 5 c 6 b 7 f  
b) 2 fast 5 beautiful 8 thin  
3 noisy 6 short  
4 slow 7 long
- 5** 2 rub 5 long 8 pet  
3 leash 6 furry 9 ride  
4 floppy 7 keep 10 sure
- 6** 2 e 3 a 4 b 5 c

### MODULE 4

- 1** 2 go sunbathing 6 go jet skiing  
3 go camping 7 go diving  
4 go snorkelling 8 go fishing  
5 go windsurfing

**2 Autumn:** ..., October, November  
**Winter:** December, ..., February  
**Spring:** March, April, ...  
**Summer:** ..., July, August

- 3** 2 It's cloudy. 4 It's rainy.  
 3 It's windy. 5 It's snowy.
- 4** 2 skirt 7 belt 12 socks  
 3 gloves 8 shirt 13 shorts  
 4 top 9 dress 14 shoes  
 5 coat 10 T-shirt 15 boots  
 6 trousers 11 jumper
- 5** 2 style 5 Caribbean 8 south  
 3 clothing 6 skirt  
 4 weapon 7 belt
- 6** 2 sunny 4 hotel 6 fishing  
 3 dress 5 scuba diving
- 7** 2 hand wash 5 hibernate 8 ceremony  
 3 hurt 6 shadow 9 aquarium  
 4 tradition 7 iron 10 hole
- 8** 2 e 3 d 4 a 5 c

**ACROSS CULTURES/CLIL TIME**

- 1** 2 light 5 sand 8 protective  
 3 on the way 6 sleigh 9 powerful  
 4 member 7 mainly 10 inspiration
- 2** 2 g 4 a 6 b 8 e  
 3 h 5 c 7 f

**MODULE 5**

- 1 CLOTHES:** SWEATER, JEANS, SUIT, CARDIGAN, VEST, TOP  
**PATTERNS:** PLAIN, SPOTTED, CHECKED STRIPED  
**ACCESSORIES/JEWELLERY:** BELT, TIE
- 2** 2 mustard, Dairy Products  
 3 lettuce, Dessert  
 4 spaghetti, Vegetables  
 5 tuna, Fruit
- 3** 2 poor 10 chopped  
 3 recipe 11 peel  
 4 crack 12 volunteer  
 5 raise 13 ingredients  
 6 information 14 tablespoon  
 7 slices 15 handful  
 8 boiled 16 tuna  
 9 pass
- 4** 2 B: it's a bit tight  
 3 B: Are you sure  
 4 A: What size are you

- 5 B: They're baggy  
 6 A: a bigger size

**MODULE 6**

- 1** 2 hit 4 hurt 6 burnt  
 3 bruised 5 broke
- 2** 2 JUDO 4 GYMNASTICS 6 CRICKET  
 3 GLOVE 5 HANG GLIDING 7 SKIING
- The secret word: **GOGGLES**
- 3** 2 c 3 f 4 e 5 d 6 a
- 4** 2 sport 6 hope 10 person  
 3 pitch 7 tongue 11 pair  
 4 muscles 8 autograph 12 instructor  
 5 flat 9 care
- 5** 2 B 4 A 6 B 8 C 10 A  
 3 C 5 C 7 A 9 B

**ACROSS CULTURES/GO GREEN**

- 1** 2 to 4 for 6 of 8 for  
 3 of 5 from 7 for
- 2** 2 C 7 B 12 A  
 3 C 8 A 13 C  
 4 B 9 A 14 A  
 5 C 10 B 15 B  
 6 B 11 C 16 C

**MODULE 7**

- 1** 2 b 3 a 4 b
- 2** 2 island 4 volcano 6 waterfall  
 3 beach 5 valley 7 cave
- 3** 2 EXCITED 5 INTERESTED  
 3 EMBARRASSED 6 FRIGHTENED  
 4 ANNOYED

**MODULE 8**

**1**

E	V	I	O	L	I	N	A	C	D
L	B	C	D	E	F	F	G	L	O
E	I	D	J	K	L	L	M	A	U
C	O	R	P	Q	C	U	R	R	B
T	R	U	M	P	E	T	T	I	L
R	V	M	W	S	L	E	X	N	E
I	Z	S	A	A	L	B	C	E	B
C	E	F	G	X	O	H	I	T	A
G	K	L	M	O	N	O	P	Q	S
U	R	S	T	P	U	V	W	X	S
I	Y	X	Z	H	A	B	C	D	E
T	A	M	B	O	U	R	I	N	E
A	F	G	H	N	I	J	K	L	M
R	N	O	P	E	Q	R	S	T	U

- 2** 2 b    3 a    4 b  
**3** b wet            d boring    f left  
 c tomb            e looked for

- 4** 2 ARCHAEOLOGY            6 ZOOLOGY  
 3 MEDICINE                    7 BIOLOGY  
 4 GEOLOGY                    8 CHEMISTRY  
 5 PHYSICS

Hidden word: MONOPOLY

- 5** 2 ✓    3 ✗ biologist    4 ✓    5 ✓

### ACROSS CULTURES/CLIL TIME

- 1** 2 a    4 f    6 h    8 c  
 3 d    5 g    7 e  
 2 break apart                    6 full of action  
 3 major disaster                7 on location  
 4 everyday life                 8 died out  
 5 special effects
- 2** 2 on    4 on    6 in    8 about  
 3 with    5 for    7 of

## FURTHER GRAMMAR PRACTICE

### MODULE 1

- 1** 2 A: Are they putting up shelves?  
 B: No, they aren't. They're painting the room.  
 3 A: Is she watching TV?  
 B: No, she isn't. She's surfing the Net.  
 4 A: Is he shopping?  
 B: No, he isn't. He's sending text messages.
- 2** 2 is playing  
 3 is doing  
 4 Is your mum baking  
 5 isn't (is not) playing, is studying  
 6 am ('m) not eating  
 7 Are you going
- 3** 2 No, he isn't. He's going to the park with Larry on Saturday.  
 3 No, he isn't. He's doing his homework at 5 o'clock on Friday.  
 4 No, he isn't. He's going to the cinema with Jake on Friday.  
 5 No, he isn't. He's going to the gym on Saturday.  
 6 No, he isn't. He's going to Ben's birthday party on Saturday.
- 4** 2 am ('m) writing                    6 are ('re) talking  
 3 is ('s) playing                    7 are ('re) visiting  
 4 am ('m) drinking                8 are ('re) going  
 5 are not (aren't) surfing

- 5** -s: starts, stays, lives  
 -es: kisses, teaches, finishes  
 -ies: cries, flies, tries
- 6** 2 Sam is never late for school.  
 3 I often drink milk before going to bed.  
 4 We sometimes go to the cinema on Sundays.  
 5 They hardly ever surf the Net on Monday nights.  
 6 Frank always goes jogging in the mornings.

### 7 Suggested Answers

- 2 Do you do your homework on Sundays?  
 Yes, I do./No, I don't. I do my homework on Saturdays.  
 3 Does your friend play the guitar?  
 Yes, he does./ No, he doesn't. He plays the piano.  
 4 Do you get up early on Saturdays?  
 Yes, I do./No, I don't. I get up early on Mondays.

- 8** 2 Are you going  
 3 rains  
 4 is not (isn't) working  
 5 is ('s) studying  
 6 goes  
 7 does he usually have  
 8 is not (isn't) watching  
 9 lives  
 10 Are they decorating

- 9** 2 usually                            7 these days  
 3 at present                        8 on Fridays  
 4 tonight                            9 today  
 5 in the afternoon                10 at present  
 6 at present

- 10** 1 B: is studying  
 2 A: Is Ben playing  
 B: goes  
 3 A: are you crying  
 B: don't know  
 4 A: is raining  
 B: hardly ever rains

### 11 Suggested Answers

- 2 playing football                5 eating fish  
 3 jogging                            6 cooking  
 4 riding my bike

- 12** 2 A    4 A    6 C    8 A  
 3 B    5 A    7 B

## MODULE 2

### 1 Regular

listened  
talked  
arrived  
stayed  
cooked  
studied  
walked

### Irregular

wrote  
went  
sent  
gave  
bought  
had  
rang

- 2** 1 B: Was the film  
2 A: Did you know  
B: forgot  
3 A: gave  
B: finished  
4 A: did you have  
B: ate  
5 A: Did you visit  
B: didn't have  
6 A: Did you cook  
B: didn't come

- 3** 2 didn't break      4 didn't take  
3 didn't go          5 didn't eat

- 4** 2 A: Were Donna and Ken having lunch?  
B: No, they weren't. They were riding their bikes.  
3 A: Were Ann and Tim riding their bikes?  
B: No, they weren't. They were playing with a dog.  
4 A: Were Bob and John jogging?  
B: No, they weren't. They were having lunch.

- 5** 2 Ted was watching TV when he got a text message from his friend. OR As/When/While Ted was watching TV, he got a text message from his friend.  
3 We were riding our bikes when it began to rain. OR As/When/While we were riding our bikes, it began to rain.  
4 I was doing my homework when I heard a noise. OR As/When/While I was doing my homework, I heard a noise.  
5 Sue was walking to school when she saw her friend. OR As/When/While Sue was walking to school, she saw her friend.

- 6** 2 went      5 was getting      8 had  
3 went      6 visited          9 were watching  
4 left      7 was cooking      10 was cleaning

- 7** 2 e      3 a      4 f      5 b      6 c

- 2 Did Ryan use to eat vegetables?  
No, he didn't. He didn't use to eat vegetables.  
3 Did Ryan use to read books?  
No, he didn't. He used to read comics.

- 4 Did Ryan use to go to bed late?  
No, he didn't. He didn't use to go to bed late.  
5 Did Ryan use to play football?  
No, he didn't. He used to play computer games.  
6 Did Ryan use to like classical music?  
No, he didn't. He didn't use to like classical music.

- 8** 2 A      5 C      8 C  
3 B      6 A      9 A  
4 A      7 A      10 C

### 9 Suggested Answers

- 2 Last week, I **went to the cinema**.  
3 As I was tidying my room, I **heard a noise**.  
4 Yesterday, my friends and I **played football in the park**.  
5 I was watching TV when **the telephone rang**.  
6 While my mum was cooking dinner last night, I **was doing my homework**.  
7 A month ago, I **visited London with my family**.  
8 I was listening to music when **my brother walked into my room**.

- 10** 2 A      3 C      4 A

- 11** +-ly: nicely, dangerously, politely, slowly  
-le → -ly: terribly, possibly  
consonant + y → -ily: luckily, easily, happily, noisily, heavily  
-l → -lly: carefully, beautifully, successfully  
irregular forms: well, fast, hard, early, late

- 12** 2 loudly      4 fast      6 hard  
3 late          5 carefully

- 13** 2 well      4 hard      6 fast      8 wonderful  
3 late      5 happy      7 bad

## MODULE 3

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

- 2** 2 Ben is shorter than Steve.  
3 Della is worse than Phil at singing.  
4 Kate is taller than Becky.  
5 Becky's hair is darker than Kate's hair.  
6 Sandra's clothes are more colourful than Vicky's clothes.

- 3** 2 smaller      4 heavier      6 more sociable  
3 better      5 darker



- 5 as tall as Henry  
6 not as expensive as yours
- 6** 2 it is too heavy      4 he is old enough  
3 it is easy enough
- 7** 2 much                  5 many                  8 many  
3 many                  6 a lot of  
4 much                  7 a lot of
- 8** 2 a little              5 a little              8 a few  
3 a few                  6 a few                  9 a few  
4 a few                  7 a little              10 a little
- 9** 2 much                  5 a lot of              8 a lot of  
3 a lot of              6 much                  9 much  
4 lots of                  7 much                  10 some

### MODULE 6

- 1** 2 a      3 a      4 b      5 a      6 b
- 2** 2 have not (haven't) heard  
3 has ('s) won  
4 has ('s) bought  
5 has not (hasn't) eaten  
6 has never tried
- 3** 2 e      4 g      6 f  
3 b      5 d      7 a
- 4** 2 B: has ('s) gone      5 B: have ('ve) gone  
3 A: Have, been      6 B: have ('ve) been  
4 B: have, been
- 5** 2 yet                  4 since                  6 ever  
3 for                  5 already
- 6** 2 themselves      4 itself                  6 myself  
3 herself              5 ourselves
- 7** 2 yourselves      4 myself              6 herself  
3 himsel              5 myself              7 themselves
- 8** 2 have already taken      5 have ever had  
3 went                          6 Have you decided  
4 walked
- 9** 2 a      3 a      4 a      5 b      6 a
- 10** 2 C      4 B      6 C      8 B      10 C  
3 A      5 A      7 C      9 A

### MODULE 7

- 1** 2 couldn't              5 can                  8 can't  
3 could                  6 can  
4 couldn't              7 can
- 2** 2 can do  
3 can't cook  
4 could speak  
5 can play

- 6 can, go  
7 could read  
8 could swim, couldn't ride  
9 can't find  
10 couldn't take  
11 can/could watch  
12 Can, open
- 3** 1 mustn't                  4 Could  
2 should                  5 mustn't  
3 don't have to          6 may
- 4** 2 B      3 C      4 C
- 5** 2 A      4 A      6 A      8 A  
3 B      5 B      7 C

- 6** 2 That's the beach where we went swimming yesterday.  
3 I met a woman who/that knows my mother.  
4 That's the car which/that I want to buy.  
5 This is the town where I used to live.
- 7** 2 b      3 a      4 f      5 d      6 e
- 8** 2 embarrassed      4 exciting      6 worried  
3 annoying          5 interesting
- 9** 2 boring                  4 bored                  6 tiring  
3 amazing              5 shocking              7 frightening

### MODULE 8

- 1** 2 a, -                  4 An, -                  6 -, -  
3 A, -                  5 -
- 2** 2 such      4 so      6 such      8 such  
3 so      5 so      7 so
- 3** 2 Can't, g              5 Isn't, f                  8 Isn't, d  
3 Aren't, a              6 Shouldn't, e  
4 Don't, h              7 Weren't, b
- 4** 3 She used to eat junk food.  
4 She didn't use to go to the gym.  
5 She used to play the piano.  
6 She didn't use to play the guitar.  
7 She used to sleep late.  
8 She didn't use to get up early.



## 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.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but maintain consistency from slide to slide (the same colours, logo, types of animation etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

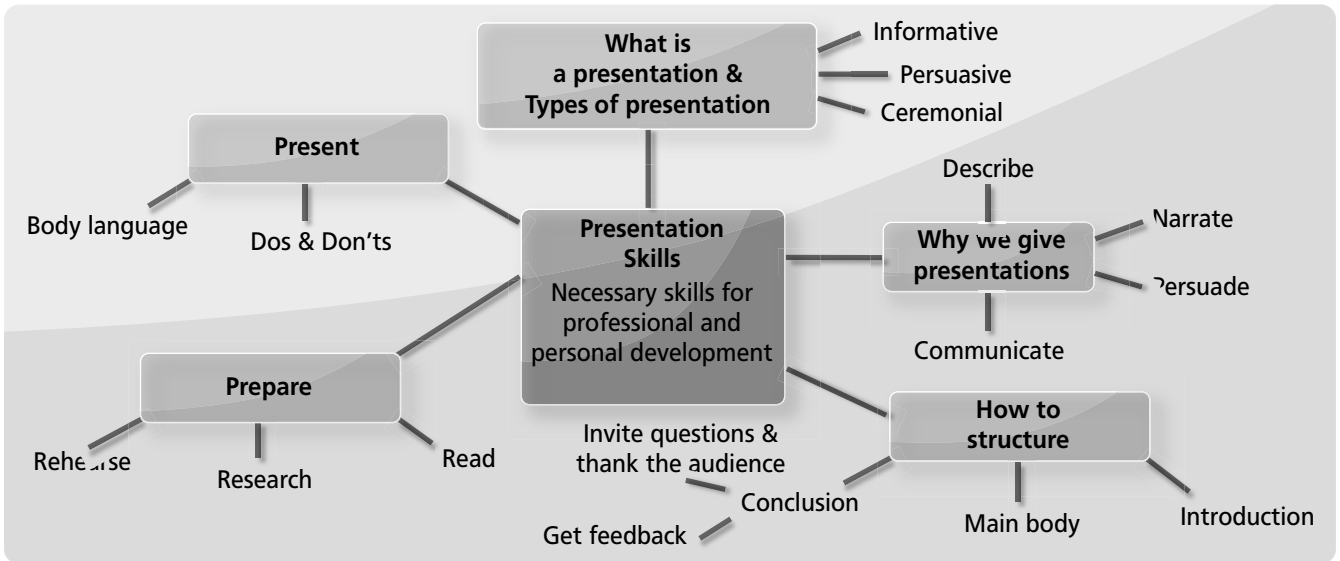
#### Step 8

Show how important it is for students to rehearse first, in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation. (*Student Guidelines for Presentation Skills.*)

Students are now ready to deliver their presentation.

**Note:** You can decide how many and which presentations your students will prepare and present in front of an audience, depending on their level and the number of teaching hours.

**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? Recycle/ Reuse/Save water/ Plant trees/Ride a bike to school.*)

Recycle Reuse 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 ✗

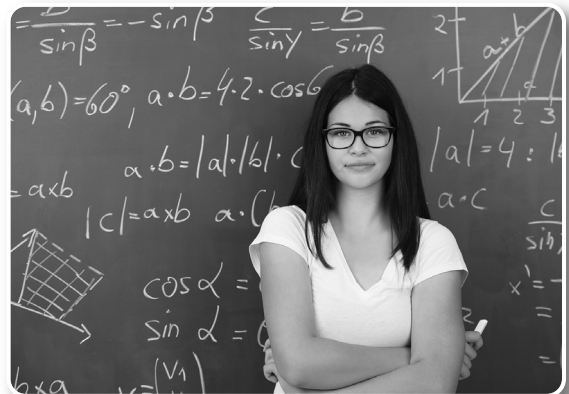
Don't read directly from your notes.



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.

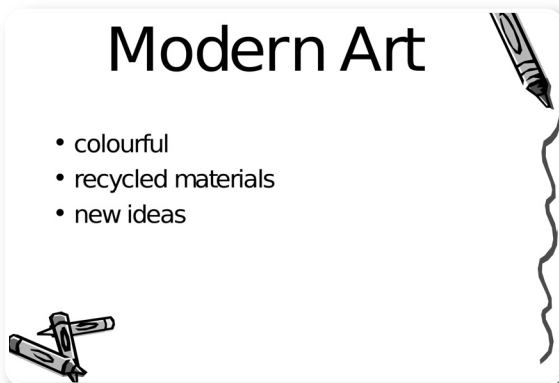
### 1 Use a simple layout

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.



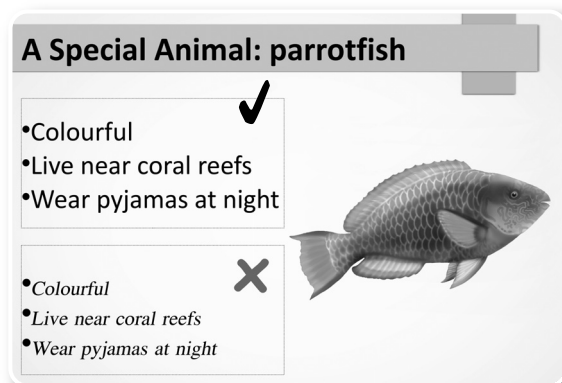
### 4 Use dark fonts on light backgrounds or light fonts on dark backgrounds

This will make your presentation easier to read.



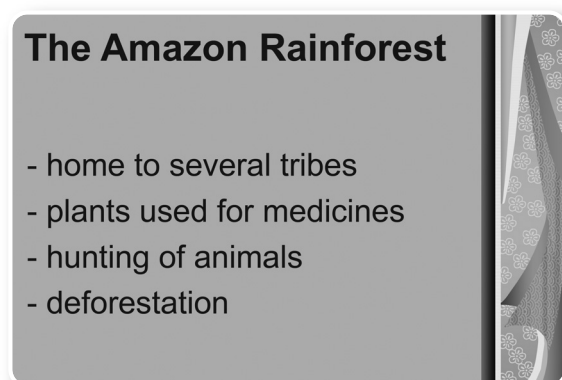
### 5 Use clear and easy-to-read fonts

Members of the audience will lose interest if they cannot read your slides easily.



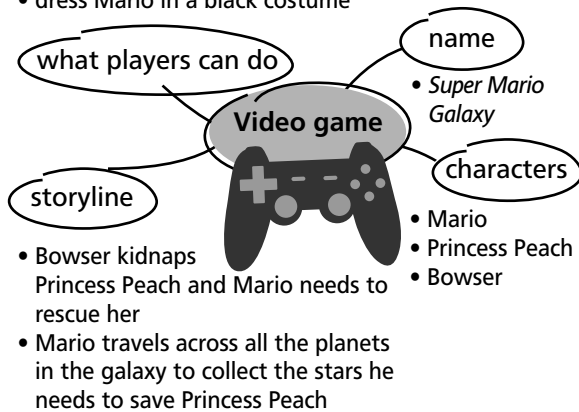
### 6 Use notes rather than long sentences

This will ensure that your audience can understand your points and focus on listening to the presentation rather than reading long sentences.



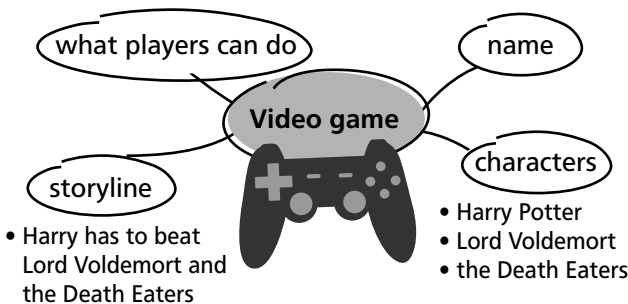
### Presentation Skills 1

- 1 a) Type of presentation: informative
- b) • make Mario run, jump and fight with his enemies  
 • fly like a bee  
 • float using flowers  
 • make Mario chase rabbits  
 • dress Mario in a black costume



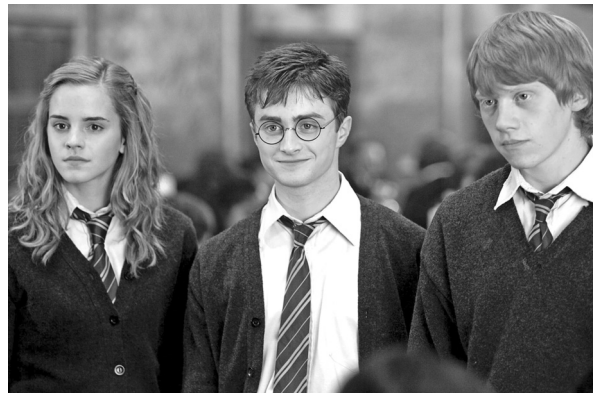
- 2 a) Opening technique: using visuals  
 Closing technique: narrating a personal story
- b) Feedback technique: make a list

- 3 • use Harry's wand  
 • explore dark corridors and secret rooms of Hogwarts  
 • compete in Mini-Games  
 • talk to magical portraits  
 • practise spell-making
- *Harry Potter and the Order of the Phoenix*, a Wii game



- 4 a) Introductions: A, C  
 Conclusion: B
- b) 1 B    2 C    3 A
- 5 Feedback technique: polling questions
- 6 (*Ss should find pictures of the characters from the Harry Potter books.*)

### 7 Suggested Answer



Hello. My name is Emma Harris. Everyone knows the Harry Potter books and films, don't they? Well, now you can step into Harry's world and find out what it's like to be the famous teenage wizard in the game *Harry Potter and the Order of the Phoenix*.

*Harry Potter and the Order of the Phoenix* is a game for the Wii. The main characters are Harry Potter, his enemy Lord Voldemort and the Death Eaters. In the game, Harry has to beat Lord Voldemort and the Death Eaters. Players can use Harry's wand to explore the dark corridors and secret rooms of Hogwarts, the magic school. They can also compete in Mini-Games, talk to magical portraits and practise spell-making.

In summary, *Harry Potter and the Order of the Phoenix* is an exciting fantasy game for all the family. People of all ages can enjoy having adventures at Hogwarts magic school with Harry, Lord Voldemort and the Death Eaters.

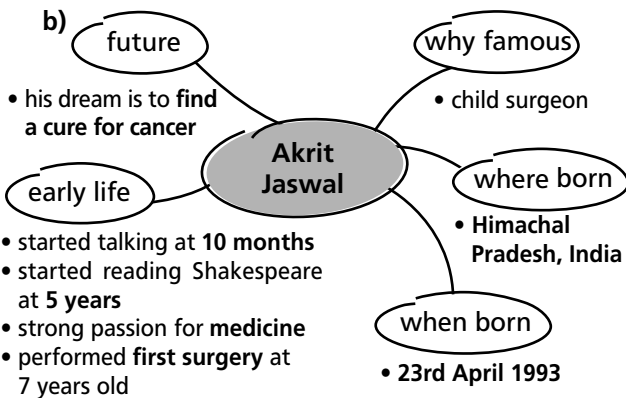
We're lucky that we can play video games like *Harry Potter and the Order of the Phoenix*; they're fun and they can teach us new skills, too. But we have to make sure we don't spend so much time playing in a fantasy world that we forget to spend time in the real one!

We're talking about games, so let's play a game in two teams. The team with the most correct answers wins. Let's begin! Team A: Name two characters from *Harry Potter and the Order of the Phoenix*. ... Harry Potter and Lord Voldemort, right! Team B: What is the name of the magic school? ... Hogwarts, great! Team A: What can players talk to in the game? ... Magical portraits, excellent! Team B: What can players practise? ... Spell-making, well done! It's a draw!

Has anyone got any questions? ... Thank you for listening.

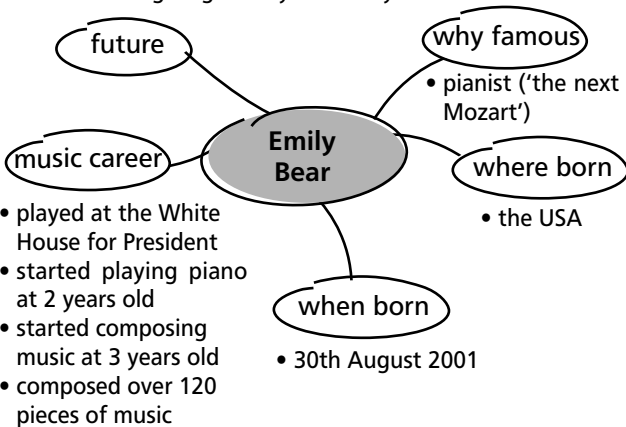
**Presentation Skills 2**

1 a) Type of presentation: ceremonial (also accept informative as the presentation gives information about Akrit Jaswal's life)



2 Opening technique: using humour  
Closing technique: using a quotation

3 • use talent to help inspire others  
• continue giving money to charity



4 a) 1 B    2 A

b) 1 C    2 B    3 A

5 (Ss should find a piece of music by Emily Bear and/or a photo of her.)

**6 Suggested answer**



Good evening and welcome to Greendale School's annual Awards Ceremony. My name is Nathan Aldridge. Listen to this piece of music. ... I think we all agree that it's amazing, but what if I told you that the pianist is only 13 years old? Yes, it's Emily Bear, a gifted young musician and our special guest this evening.

Emily Bear is a talented pianist and people often call her 'the next Mozart'. She was born in the USA on 30th August 2001. Emily started playing the piano when she was two years old. She started composing music at three years old. She wrote 120 pieces of music and played the piano at the White House for the President. Emily hopes to use her talent to inspire others. She would like to continue giving money to charity, too.

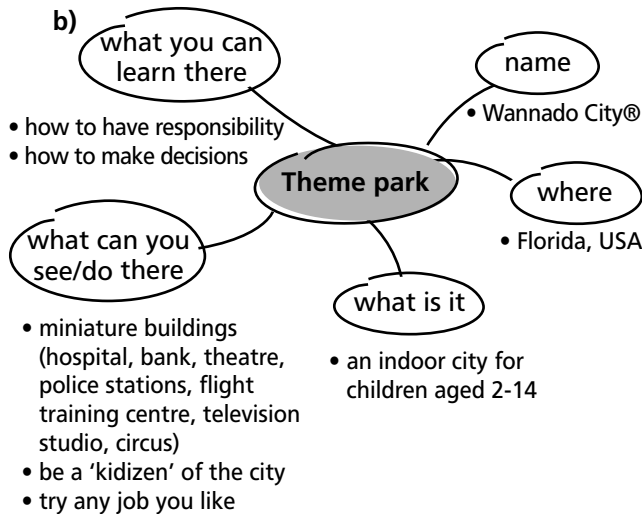
Overall, Emily Bear is a gifted young musician. She can play and write amazing music and we're lucky that we can enjoy her talents. After all, a gift like Emily's is a gift for us all, isn't it?

We're so pleased that she made time to be with us here tonight. Welcome, Emily.

**Presentation Skills 3**

1 a) Purpose of the presentation: describe/persuade

b)

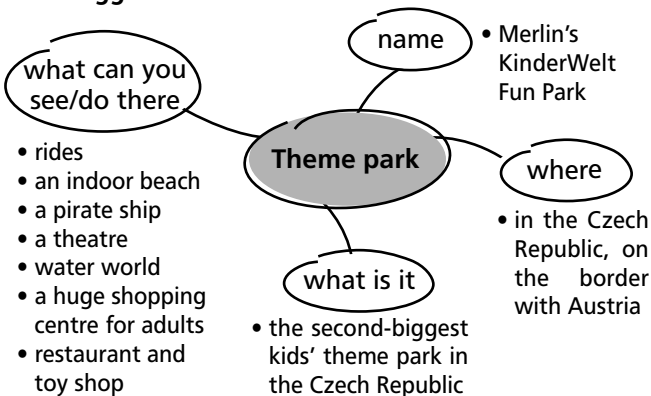


2 Opening technique: address the audience  
Closing technique: narrating a personal story

**3 Suggested Answer**

- its name: Merlin's KinderWelt Fun Park
- where it is: in the Czech Republic, on the border with Austria
- what kind of theme park it is: the second-biggest kids' theme park in the Czech Republic
- what you can see and do there: rides, an indoor beach, a pirate ship, a theatre, water world, a huge shopping centre for adults, restaurant and toy shop

**4 Suggested Answer**



5 a) Introductions: A, C  
Conclusion: B

b) 1 B 2 C 3 A

6 (Ss should find pictures of the theme park they are presenting.)

**7 Suggested Answer**



Good afternoon and welcome to the show. My name is Josef Dobek. We all enjoy visiting theme parks, don't we? It's a fun way to spend a day out with family or friends. Well, today I'm in the Czech Republic to visit a fantastic theme park, Merlin's KinderWelt Fun Park.

Merlin's KinderWelt Fun Park is near the border with Austria in the Czech Republic. It is the second-biggest children's theme park in the country! Visitors can go on theme park rides, visit the indoor beach and play on a pirate ship. There is also a big theatre and a water world, where children can play on water slides and swim. Adults can visit the huge shopping centre and the whole family can have a meal at the restaurant. You can even go shopping in the theme park's toy shop!

So treat yourself to a day out at Merlin's KinderWelt Fun Park! You're sure to have a fantastic time. In the words of writer J.P. McNeill, "If you don't make life fun, then that is no life at all."

That's all from me. Now it's back to the studio.





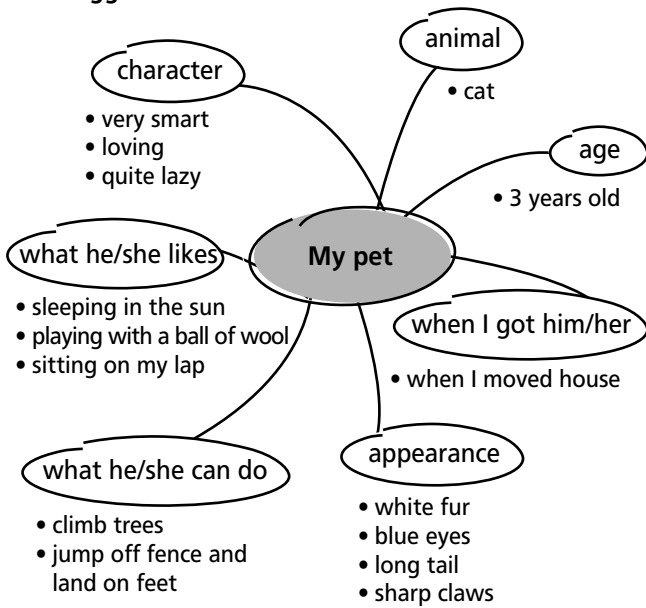
**Presentation Skills 4**

1



- 2 a) Opening technique: using a quotation  
Closing technique: making a statement  
b) Feedback technique: make a list

**3 Suggested Answer**



- 4 a) Introduction: B Conclusion: A  
b) 1 B 2 A

5 1 a cat 2 a goldfish

6 Feedback technique: pop quiz style questions in teams

7 (Ss should find photographs of their pet.)

**8 Suggested Answer**

Good afternoon. I'm Angela Brown. Imagine having a really bad day. You have an argument with your best friend, you miss the bus and you get caught in the rain. You come home feeling sad and lonely, your parents are still at work and your brother and sister are out. But you're not alone; your pet is there to comfort you. You feed him and talk to him and you start to feel better. This is what I do when I have a bad day; time with my pet, Snowy, always makes me feel better.

My pet Snowy is a cat. She is three years old and I got her when I moved house. She has got soft white fur, blue eyes and a long tail. She has also got very sharp claws!

Snowy can climb trees and when she jumps off the fence she always lands on her feet. She likes playing with a ball of wool, but what she really enjoys is sleeping in the sun all day and sitting on my lap.

Snowy is very smart and very loving, but she's also quite lazy!

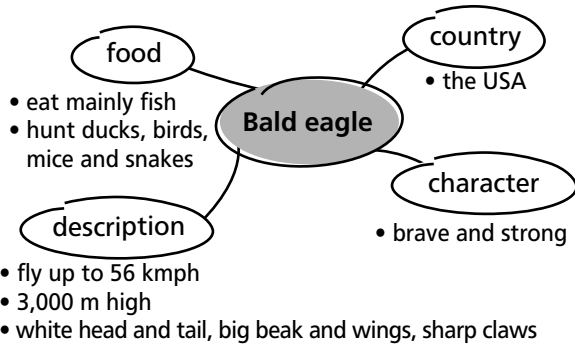
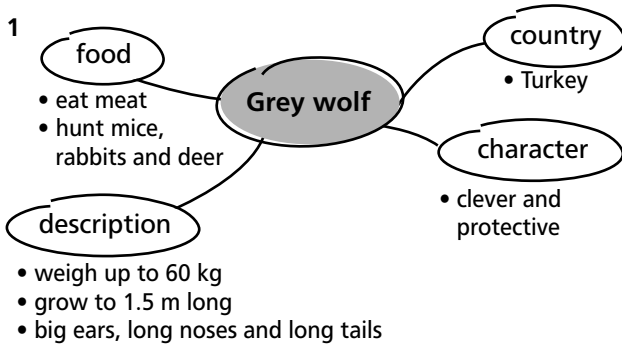
In summary, my pet is clever and loving and I love having her around. Pets are often hard work and they can be expensive, but they're worth it! As the saying goes: "Without my pets, my wallet would be full, my house would be clean, but my heart would be empty."

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 seated. Let's start! My pet is seven years old. ... No, she's three years old. That's right! My pet has got black fur. ... No, she's got white fur. ... My pet likes sleeping in the sun. ... Yes, she does! That's great!

Has anyone got any questions? ... Thank you for your time.

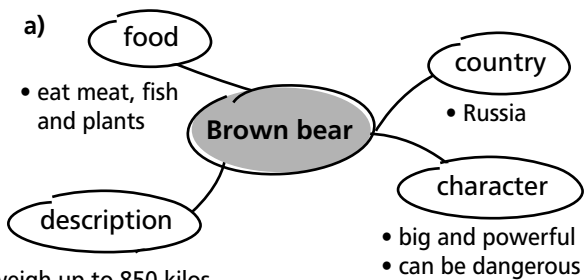
**Presentation Skills 5**

1



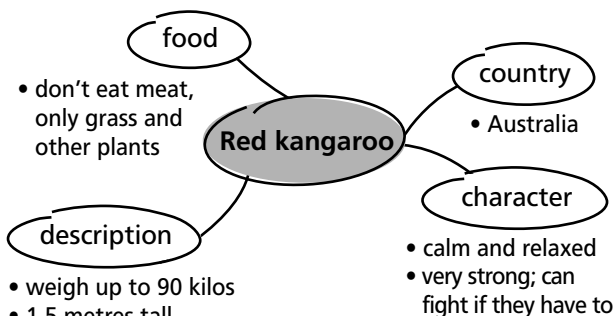
2 Opening technique: using visuals and addressing the audience  
 Closing technique: using a rhyme

3 a)



- weigh up to 850 kilos
- 1 to 1.5 metres high when standing on four legs
- 1.5 to 2 metres high when standing up on two legs
- small ears, a long nose, fur all over their bodies

b) Suggested Answer



- weigh up to 90 kilos
- 1.5 metres tall
- long pointed ears, a long tail, red-brown fur
- strong legs: can jump over 8 m in length and 2 m high

4 a) 1 B 2 A

b) 1 B 2 A

5 (Ss should find pictures of the brown bear and the national animal of their own country.)

6 Suggested Answer

Good afternoon. My name is Amy Southern. Thousands of years ago, humans used animals to travel around and to help grow food. Some people even worshipped them, giving them names and human characters. Today, animals are still important to us on farms and as pets, but animals can also be symbols. For example, national animals such as the brown bear of Russia and the red kangaroo of Australia are symbols of a country's character.

The brown bear is the national animal of Russia. Brown bears are big and powerful. They can also be dangerous. Brown bears are 1 to 1.5 metres high when they are standing on four legs, and 1.5 to 2 metres high when they are standing up on two legs. They weigh up to 850 kilos! They have got small ears, a long nose and fur all over their bodies. Brown bears eat meat, fish and plants.

The national animal of Australia is the red kangaroo. Red kangaroos are calm and relaxed, but they are also very strong and they can fight if they have to. They are 1.5 metres tall and weigh up to 90 kilos. They have got long pointed ears, a long tail and red-brown fur. Red kangaroos have got strong legs and they can jump 8 metres in length and 2 metres up into the air! They don't eat meat, only grass and other plants.

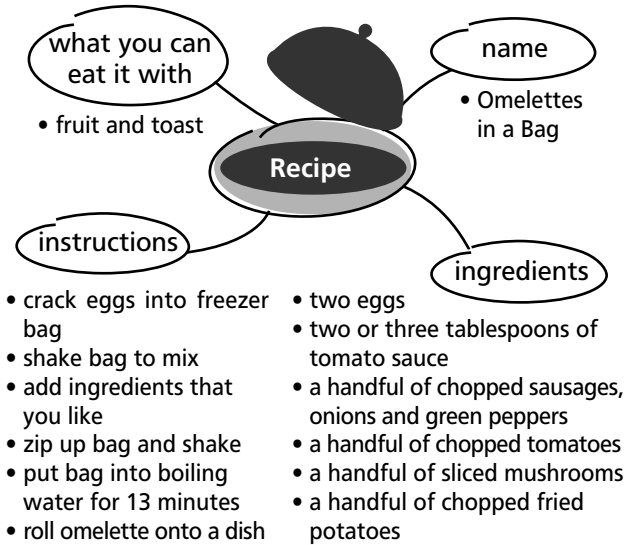
In conclusion, the brown bear of Russia and the red kangaroo of Australia are important symbols because they remind the rest of the world that Russia is big and powerful and that Australia is calm and relaxed, but very strong. You can find out a lot about the character of a country's people by learning about their national animal, can't you?

Thank you for listening and remember to give some money to help animals like the brown bear and the red kangaroo tonight.

**Presentation Skills 6**

1 a) Purpose of presentation: to describe

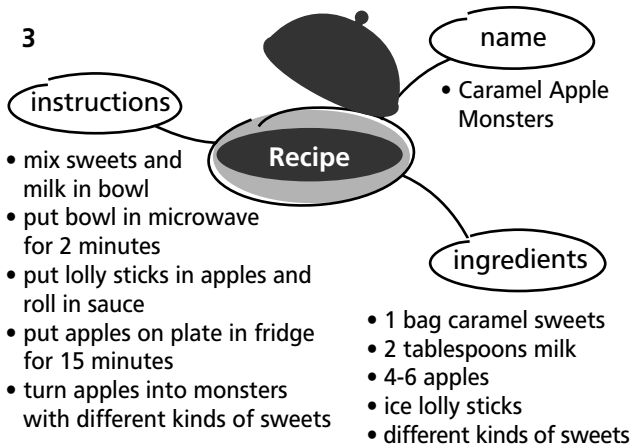
b)



2 a) Opening technique: making a statement  
Closing technique: addressing the audience

b) Feedback technique: pop quiz style questions in teams

3



4 a) 1 B    2 A

b) 1 A    2 B

5 1 B    2 A

**6 Suggested Answer**



Good afternoon. My name is Adele Simmons and I'm a TV chef. What is your favourite sweet treat? ... Chocolate brownies. ... Cupcakes. Well, mine is Caramel Apple Monsters, and today I'm going to show you how to make them.

To make Caramel Apple Monsters, you need a bag of caramel sweets with about 50 pieces in it. You also need two tablespoons of milk, four to six apples, some ice lolly sticks and different kinds of sweets to decorate.

First, mix the caramel sweets and the milk in a bowl. Next, put the bowl in the microwave for two minutes to make a caramel sauce. Then, put an ice lolly stick into each apple and roll it in the caramel sauce. After that, put the apples on a plate and leave them in the fridge for 15 minutes. Finally, turn your apples into monsters with different kinds of sweets.

In summary, Caramel Apple Monsters are easy to make and they taste fantastic. They're the perfect sweet treat for people of all ages. As the saying goes, "The best things in life are sweet."

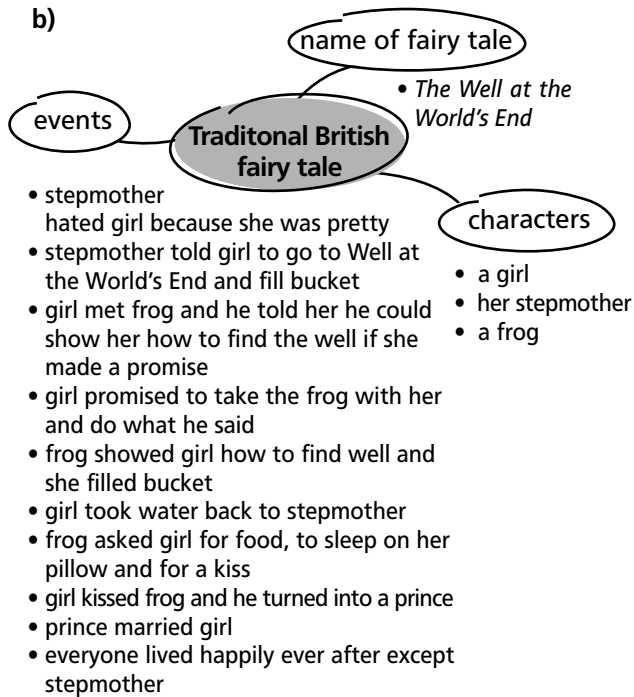
Now let's play a game. What are the ingredients for Caramel Apple Monsters? Use the letters C, M, A and S on the screen to help you. ... C-aramel sweets, M-ilk, A-pples and S-weets, well done!

Are there any questions? ... Great! Let's start!

Presentation Skills 7

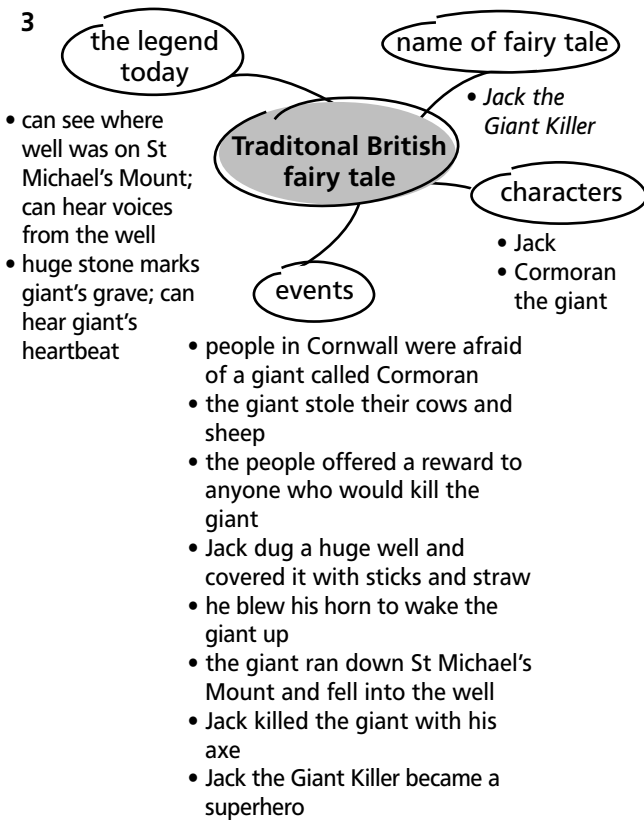
- 1 a) 1 C    3 H    5 E    7 J    9 F  
 2 G    4 A    6 D    8 I    10 B

b)



- 2 a) Opening technique: using a quotation  
 Closing technique: making a statement  
 b) Feedback technique: open discussion

3



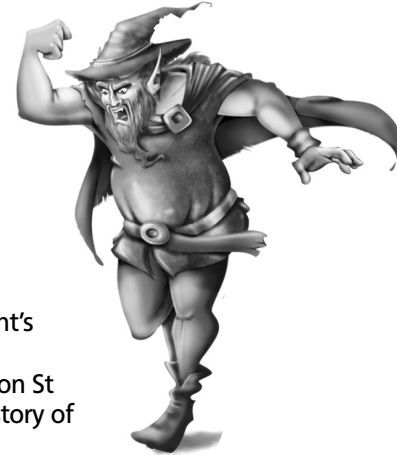
- 4 a) Introductions: A, C  
 Conclusion: B

- b) 1 C    2 A    3 B

5 (Ss should find or create their own drawings from the fairy tale 'Jack the Giant Killer'.)

6 Suggested Answer

Good evening and welcome to a night of traditional British fairy tales. My name is Simon Wills. Does anyone know where this place is? ... No? It's St Michael's Mount in Cornwall. Tonight's first fairy tale comes from Cornwall and takes place on St Michael's Mount. It's the story of *Jack the Giant Killer*.



Once upon a time, there was a farmer's son called Jack. He lived in Cornwall, England. A giant called Cormoran also lived in Cornwall on St Michael's Mount. The people were afraid of the giant because he stole their sheep and cows and they offered a reward to anyone who would kill the giant. Jack took up the challenge. He dug a huge well and then he covered it with sticks and straw. Jack blew his horn to wake the giant up. The giant became angry and ran down St Michael's Mount. He didn't see the well and fell into it. Jack killed the giant with his axe and filled the well with soil. Jack became a superhero because he saved the people of Cornwall from the giant.

Nowadays, on St Michael's Mount, you can see where the well once was and you can hear voices coming from it. There is a huge stone which marks the giant's grave and if you listen carefully, you can hear the giant's heartbeat!

*Jack the Giant Killer* is a story about an ordinary farmer's son that becomes a hero when he kills a giant. The story tells us that, no matter how big the problem, we can fix it. As writer Neil Gaiman said, "Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten."



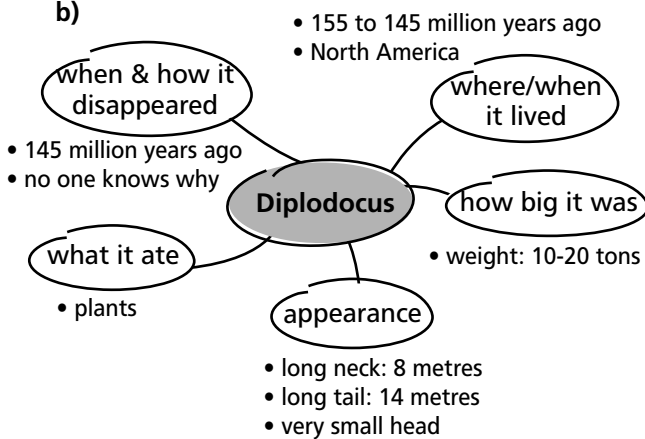
How many of you enjoyed the story? All of you! ... Great!

Any questions? ... Thank you for your attention.

**Presentation Skills 8**

1 a) Purpose of presentation: describe

b)

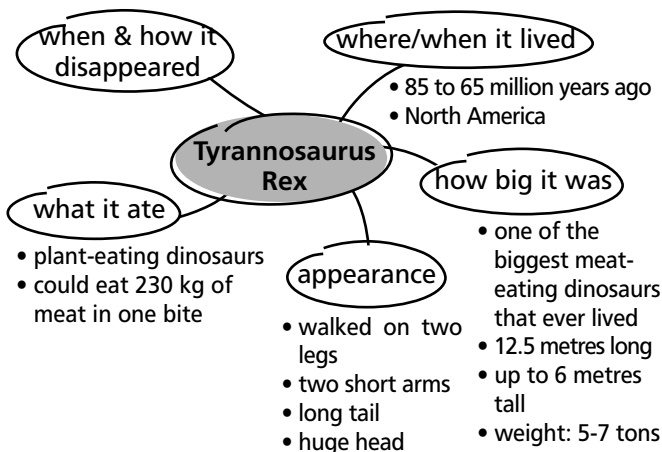


2 a) Opening technique: setting the scene  
Closing technique: asking a rhetorical question

b) Feedback technique: pop quiz style questions in teams

- 3
- when and where it lived: 85 to 65 million years ago, North America
  - how big it was: 12.5 m long, 6 m tall, 5-7 tons
  - its appearance: walked on 2 legs, had 2 short arms, long tail, huge head
  - what it ate: plant-eating dinosaurs, could eat 230 kg of meat in one bite
  - when and how it disappeared: 65 million years ago, no one knows why but scientists think a meteorite hit Earth and changed weather

- 4
- 65 million years ago
  - no one knows exactly what happened
  - many scientists believe a large meteorite hit Earth, changed the weather



5 a) 1 B    2 A

b) 1 A    2 B

6 (Ss should find pictures of Tyrannosaurus Rex skeletons/ artists' impressions/anamatronics etc.)

**7 Suggested Answer**

Good morning. My name is Luke Bowler. Long ago, the Earth looked very different. The continents were joined together and there were few animals and no human beings. This was the age of the dinosaurs and one of the most famous of these is Tyrannosaurus Rex, or T-Rex for short.

T-Rex lived 85 to 65 million years ago in North America. It was one of the biggest meat-eating dinosaurs that ever lived. It was 12.5 metres long and up to 6 metres tall. It weighed between 5 and 7 tons!

T-Rex walked on two legs and had two short arms. It had a long tail and a huge head; it could eat 230 kg of meat in one bite! It ate plant-eating dinosaurs.

T-Rex disappeared 65 million years ago, at the same time as the last dinosaurs died out. No one knows exactly what happened, but many scientists believe that a large meteorite hit Earth. This changed the weather and caused all the dinosaurs to disappear.

To sum up, Tyrannosaurus Rex was a fascinating creature. It lived in North America, walked on two legs and ate meat, but no one is sure why it disappeared 65 million years ago. What if dinosaurs like Tyrannosaurus Rex had never disappeared? Would humans exist today? I guess we'll never know.

Now, let's play a game. I'm going to say statements. If you think they're true, stand up. If not, stay seated. The Tyrannosaurus Rex was a meat-eating dinosaur. ... It's true! It was up to 10 metres tall. ... It's false. It was only up to 6 metres tall. T-Rex disappeared 65 million years ago. ... It's true! Great work, everyone!

Feel free to ask me any questions you have about Tyrannosaurus Rex. ... Thank you for listening.



**Language Review 1**

- 1** 1 look                      4 turn                      7 use  
 2 paint                      5 carry                    8 take  
 3 put                        6 decorate
- 2** 1 B: It looks fantastic!  
 2 B: That's right.  
 3 B: Don't worry!  
 4 B: Nice to meet you.  
 5 B: That's fantastic!
- 3** 1 go                        3 make                      5 play  
 2 have                      4 be                        6 get
- 4** 1 sporty                    3 theme                    5 dress  
 2 soft                        4 repairman              6 bet
- 5** 1 d      2 e      3 a      4 c      5 b
- 6** 1 across                    3 in                        5 about  
 2 up                        4 with                    6 off
- 7** 1 kidnaps                3 control                5 adventure  
 2 fly                      4 fight                    6 storyline

**Language Review 2**

- 1** 1 press                    3 play                    5 design  
 2 come                    4 fetch
- 2** 1 B      2 A      3 B      4 A      5 A
- 3** 1 robbery                4 honest                7 plant  
 2 inspector              5 takes                    8 report  
 3 sociable                6 surfs
- 4** 1 at                        3 of                        5 with  
 2 with                    4 at                        6 in
- 5** 1 on                        3 to                        5 in  
 2 by                        4 out                      6 up
- 6** 1 d      3 b      5 f  
 2 a      4 e      6 c
- 7** 1 admire                                      4 ended  
 2 inspired                                    5 has had  
 3 was performing                        6 appeared
- 8** 1 attraction                                4 legends  
 2 messages                                5 storyteller  
 3 complicated                            6 living

**Language Review 3**

- 1** 1 reptile                      4 trip  
 2 mountain                    5 wolf  
 3 nuts                        6 mammal
- 2** 1 heavy                    3 thin                      5 fast  
 2 slow                      4 wide
- 3** 1 busy                      3 intelligent            5 daily  
 2 amazing                  4 soft                      6 stray
- 4** 1 long                      3 sharp                    5 live  
 2 big                        4 bird
- 5** 1 fluffy                    3 sand                      5 bright  
 2 playful                    4 long
- 6** 1 B: That makes me feel better  
 2 B: Let me see  
 3 B: Is something wrong  
 4 B: He's not very well
- 7** 1 rub                        3 sit                        5 follow  
 2 bring                      4 throw
- 8** 1 in                        3 across                    5 on  
 2 towards                  4 about                    6 of

**Language Review 4**

- 1** 1 dive                      3 visit                    5 sit  
 2 hurt                      4 go                        6 Come
- 2** 1 shadow                                    4 ground  
 2 settlers                                    5 celebrations  
 3 tradition
- 3** 1 wash                                      4 favour  
 2 accessories                            5 dry cleaner's  
 3 sale                                        6 footwear
- 4** 1 b      2 b      3 a      4 a
- 5** 1 promise                                    4 bought  
 2 is taking                                    5 do  
 3 are going                                    6 sunbathe
- 6** 1 bright                    4 chariot                  7 protective  
 2 strong                    5 clouds                    8 thunder  
 3 protected                  6 height
- 7** 1 of                        3 of                        5 on  
 2 for                      4 away                    6 of

**Language Review 5**

- 1** 1 e    2 a    3 d    4 c    5 b
- 2** 1 boxes            4 bin            7 cap  
2 fashion        5 rooms  
3 items            6 teens
- 3** 1 ribbons                            5 wrappers  
2 treasure                            6 bargain  
3 Trash                                7 pattern  
4 imagination                        8 materials
- 4** 1 to                    3 in                    5 of  
2 about                4 on                    6 of
- 5** 1 mustard            2 eggs                3 bread
- 6** 1 into                3 with                5 of  
2 by                    4 into/in            6 in
- 7** 1 cookbook        4 money            7 work  
2 ingredients      5 instructions  
3 tablespoons    6 sight

**Language Review 6**

- 1** 1 take                4 join                7 celebrate  
2 land                5 check              8 drop  
3 be                    6 pay
- 2** 1 b    2 a    3 b    4 a    5 a
- 3** 1 football            4 try                7 start  
2 grants              5 day                8 brings  
3 plan                 6 wish
- 4** 1 over                3 off                5 out of  
2 for                    4 about            6 on
- 5** 1 department                            5 news  
2 care                                        6 person  
3 pair                                         7 autograph  
4 shop                                        8 flat
- 6** 1 fan                    3 nickname        5 take up  
2 offered              4 popular            6 soil

**Language Review 7**

- 1** 1 communicate                    5 keep  
2 need                                6 record  
3 feel                                 7 feed  
4 save                                8 take
- 2** 1 on            3 by            5 out            7 on  
2 for           4 in            6 at
- 3** 1 blanket            3 wild            5 infant  
2 trainer            4 chick           6 hunt
- 4** 1 C    3 B    5 A  
2 F    4 E    6 D
- 5** 1 B: Definitely!  
2 B: Why don't we  
3 B: What about that?  
4 B: Good thinking!  
5 B: Thank goodness for that!
- 6** 1 entrance            3 storey            5 shapes  
2 cave                 4 desert            6 fairyland

**Language Review 8**

- 1** 1 be                    3 continent        5 instrument  
2 sink                 4 concert         6 relaxing
- 2** 1 A: Which date would you prefer  
2 A: How may I help you  
3 B: Yes, certainly  
4 A: I'd like to know  
5 A: How much are they
- 3** 1 take                3 prove            5 science  
2 discovered        4 law               6 planet
- 4** 1 covered            3 discover        5 impress  
2 dig                    4 reveal
- 5** 1 ancient            3 heard            5 city  
2 forgotten         4 day
- 6** 1 in    2 over    3 of    4 of    5 to

## Module 1 Dictation

Listen and fill in the gaps.

On Saturdays, I usually help my mum with the 1) \_\_\_\_\_. First I make the beds for all the family. After that, I do the 2) \_\_\_\_\_. Sometimes, when mum is working, I 3) \_\_\_\_\_. I like cooking, but I don't like doing the 4) \_\_\_\_\_! In the afternoon, I usually go 5) \_\_\_\_\_ with my dad. Then, after dinner, I 6) \_\_\_\_\_ the floor. Saturdays are busy, but I like to help in the house!

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## Module 2 Dictation

Listen and fill in the gaps.

My mum is a 1) \_\_\_\_\_, but she wanted to become a 2) \_\_\_\_\_ when she was my age. She is very 3) \_\_\_\_\_. In her free time, she makes her own 4) \_\_\_\_\_! My dad is a computer programmer. He 5) \_\_\_\_\_ computer programs for a big company. When my dad was my age, he wanted to be a 6) \_\_\_\_\_. He was fond of animals and he wanted to become a 7) \_\_\_\_\_ photographer!



### Module 3 Dictation

Listen and complete the fact file.

Name: Koala  
Where from: 1) \_\_\_\_\_  
Has got: soft grey 2) \_\_\_\_\_ and 3) \_\_\_\_\_ claws  
Eats: eucalyptus 4) \_\_\_\_\_  
Lives for: 5) \_\_\_\_\_ years

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### Module 4 Dictation

Listen and complete.

Are you going to go on holiday this summer? We've got some amazing offers for you! Do you want to go 1) \_\_\_\_\_ on a beautiful beach? Or would you rather go 2) \_\_\_\_\_ in the deep blue sea? Perhaps you'd like to go 3) \_\_\_\_\_ this year. Or maybe you'd prefer to go 4) \_\_\_\_\_ with the wind in your hair! You could even go 5) \_\_\_\_\_ and catch your own dinner! We've got holidays for every kind of weather. Book now, you won't be sorry!

## Module 5 Dictation

Listen and fill in the gaps.

The school bazaar is on Saturday the 14th of June. We want to 1) \_\_\_\_\_ money for children in need. Please bring any 2) \_\_\_\_\_ you don't need such as cardigans, 3) \_\_\_\_\_, trousers and jackets. Can you cook? Bring us one of your favourite 4) \_\_\_\_\_. The most popular dishes are 5) \_\_\_\_\_, chips, spaghetti and pies. We are also looking for 6) \_\_\_\_\_. Please contact Sharon Kaye for more details.

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## Module 6 Dictation

Listen and fill in the gaps.

Playing a sport is a good thing, but some sports need more 1) \_\_\_\_\_ than others. For 2) \_\_\_\_\_, you just need some ice skates. For 3) \_\_\_\_\_, you need a ball and some 4) \_\_\_\_\_. But for other sports such as skiing, you need skis, 5) \_\_\_\_\_, and the right clothes. I think the best sport is 6) \_\_\_\_\_ – all you need is a fit, healthy body!

## Module 7 Dictation

Listen and fill in the gaps.

Wild animals are amazing, but we must remember that they are not pets! Tigers look like big, beautiful cats, but they have got sharp **1)** \_\_\_\_\_! Polar bears look cute with their soft white **2)** \_\_\_\_\_, but they have got sharp teeth! **3)** \_\_\_\_\_ look a lot like us, but they are very **4)** \_\_\_\_\_! We must respect wild animals, from the amazing **5)** \_\_\_\_\_ in the sea to the beautiful **6)** \_\_\_\_\_ in the air!

---

## Module 8 Dictation

What's their favourite music? Listen and fill in.

Mary **1)** \_\_\_\_\_ Brad **3)** \_\_\_\_\_ Dale **5)** \_\_\_\_\_  
Zara **2)** \_\_\_\_\_ Paul **4)** \_\_\_\_\_ Amy **6)** \_\_\_\_\_

### MODULE 1

- |             |              |            |
|-------------|--------------|------------|
| 1 chores    | 3 cook       | 5 shopping |
| 2 vacuuming | 4 washing-up | 6 mop      |

#### AUDIOSCRIPT

*On Saturdays, I usually help my mum with the chores. First, I make the beds for all the family. After that, I do the vacuuming. Sometimes, when Mum is working, I cook. I like cooking, but I don't like doing the washing-up! In the afternoon, I usually go shopping with my dad. Then, after dinner, I mop the floor. Saturdays are busy, but I like to help in the house!*

### MODULE 2

- |                    |                |            |
|--------------------|----------------|------------|
| 1 vet              | 4 clothes      | 7 wildlife |
| 2 fashion designer | 5 designs      |            |
| 3 creative         | 6 photographer |            |

#### AUDIOSCRIPT

*My mum is a vet, but she wanted to become a fashion designer when she was my age. She is very creative. In her free time, she makes her own clothes! My dad is a computer programmer. He designs computer programs for a big company. When my dad was my age, he wanted to be a photographer. He was fond of animals and he wanted to become a wildlife photographer!*

### MODULE 3

- |             |          |            |
|-------------|----------|------------|
| 1 Australia | 3 sharp  | 5 ten (10) |
| 2 fur       | 4 leaves |            |

#### AUDIOSCRIPT

*The koala is one of the cutest animals in the world. Koalas live in Australia. They are quite small, with soft grey fur and sharp claws. Koalas live in the forest and they eat eucalyptus leaves. They live for about ten years.*

### MODULE 4

- |               |               |           |
|---------------|---------------|-----------|
| 1 sunbathing  | 3 camping     | 5 fishing |
| 2 snorkelling | 4 windsurfing |           |

#### AUDIOSCRIPT

*Are you going to go on holiday this summer? We've got some amazing offers for you! Do you want to go sunbathing on a beautiful beach? Or would you rather go snorkelling in the deep blue sea? Perhaps you'd like to go camping this year. Or maybe you'd prefer to go windsurfing with the wind in your hair! You could even go fishing and catch your own dinner! We've got holidays for every kind of weather. Book now, you won't be sorry!*

### MODULE 5

- |           |            |              |
|-----------|------------|--------------|
| 1 raise   | 3 sweaters | 5 steaks     |
| 2 clothes | 4 dishes   | 6 volunteers |

#### AUDIOSCRIPT

*The school bazaar is on Saturday the 14th of June. We want to raise money for children in need. Please bring any clothes you don't need such as cardigans, sweaters, trousers and jackets. Can you cook? Bring us one of your favourite dishes. The most popular dishes are steaks, chips, spaghetti and pies. We are also looking for volunteers. Please contact Sharon Kaye for more details.*

### MODULE 6

- |               |            |              |
|---------------|------------|--------------|
| 1 equipment   | 3 football | 5 goggles    |
| 2 ice skating | 4 boots    | 6 gymnastics |

#### AUDIOSCRIPT

*Playing a sport is a good thing, but some sports need more equipment than others. For ice skating, you just need some ice skates. For football, you need a ball and some boots. But for other sports such as skiing, you need skis, goggles, and the right clothes. I think the best sport is gymnastics – all you need is a fit, healthy body!*

**MODULE 7**

- |         |               |          |
|---------|---------------|----------|
| 1 claws | 3 Chimpanzees | 5 whales |
| 2 fur   | 4 strong      | 6 eagles |

**AUDIOSCRIPT**

*Wild animals are amazing, but we must remember that they are not pets! Tigers look like big, beautiful cats, but they have got sharp claws! Polar bears look cute with their soft white fur, but they have got sharp teeth! Chimpanzees look a lot like us, but they are very strong! We must respect wild animals, from the amazing whales in the sea to the beautiful eagles in the air!*

**MODULE 8**

- |          |               |             |
|----------|---------------|-------------|
| 1 reggae | 3 hip hop     | 5 classical |
| 2 jazz   | 4 heavy metal | 6 rock      |

**AUDIOSCRIPT**

- A:** *Hi Ruth. Are you listening to music?*  
**B:** *Well, actually I'm burning some CDs for some of my friends. I'm making CDs of their favourite music.*  
**A:** *Cool. Is this reggae music?*  
**B:** *Yes. It's for Mary. She loves Bob Marley.*  
**A:** *Who is the jazz CD for?*  
**B:** *That's for Zara.*  
**A:** *Zara? I thought she liked hip hop.*  
**B:** *No, Brad's the hip hop fan. He's crazy about it.*  
**A:** *So, who likes heavy metal?*  
**B:** *Paul's a real heavy metal boy.*  
**A:** *I can't believe it, Ruth. There's a classical CD here!*  
**B:** *I know. It's for Dale. He's really into classical music.*  
**A:** *I see. And what about this rock CD? Who is it for?*  
**B:** *It's for Amy.*  
**A:** *Hey ... can you make a CD for me, too?*  
**B:** *Of course. Just let me finish this lot first!*

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*.

# Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Student's name:	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

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 things in a house .....	
describe actions happening now .....	
make arrangements .....	
talk about free-time activities .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write about your room .....	
write an invitation to a party .....	
write about video games .....	

CODE:           \*\*\*\* Excellent           \*\*\* Very Good           \*\* OK           \* Not Very Good

**Student's Self-Assessment Form**

**Module 2**

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about jobs .....	
• describe actions that were happening in the past .....	
• talk about means of transport .....	
• talk about past events and habits .....	
• talk about fairies .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about last weekend .....	
• write an ending to a story .....	
• write about famous people .....	



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.

describe animals .....	
compare animals .....	
act out a conversation at the vet's .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

make an animal poster .....	
write a fact file about an animal you like .....	
write a short article about your pet .....	

CODE:           \*\*\*\* Excellent           \*\*\* Very Good           \*\* OK           \* Not Very Good

**Student's Self-Assessment Form**

**Module 4**

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

talk about holiday plans .....	
talk about the weather .....	
make predictions .....	
talk about clothes .....	
ask for and give an opinion about clothes .....	
read and talk about gods of thunder, Thor and Indra .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write a few sentences about what you are going to do next week .....	
make predictions about your life 30 years from now .....	
write an email while on holiday to your friend telling them all your holiday news .....	

CODE:           \*\*\*\* Excellent           \*\*\* Very Good           \*\* OK           \* Not Very Good

**Student's Self-Assessment Form**

**Module 5**

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

talk about clothes and their patterns .....	
compare things .....	
shop for clothes .....	
talk about food and food quantities .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write about clothes .....	
write a food recipe .....	

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 experiences .....	
• talk about sports .....	
• talk about injuries and how they happened .....	
• talk about a British legend .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about experiences .....	
• write a note .....	
• write an email about a famous person I've met .....	

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 animals and animal babies .....	
talk about geographical features .....	
make suggestions .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write a paragraph about what I can do .....	
write rules for an animal park .....	
write an article about a place in my country .....	

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 music and musical instruments .....	
buy a ticket by phone .....	
talk about past habits .....	
interview a famous person .....	
read and talk about the lost city of El Dorado .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

write about a traditional musical instrument .....	
make a poster about my favourite style of music .....	
write an article about King Tutankhamen .....	

• Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about things in a house			
describe actions happening now			
make arrangements			
talk about free-time activities			
write about his/her room			
write an invitation to a party			
write about video games			

Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
talk about jobs			
describe actions that were happening in the past			
talk about means of transport			
talk about past events and habits			
write about last weekend			
write an ending to a story			
write about famous people			
talk about fairies			

**Progress Report Card**

..... (name) can:		Module 3		
	very well	OK	not very well	
describe animals				
compare animals				
act out a conversation at the vet's				
make an animal poster				
write a fact file about an animal he/she likes				
write a short article about his/her pet				

**Progress Report Card**

..... (name) can:		Module 4		
	very well	OK	not very well	
talk about holiday plans				
talk about the weather				
make predictions				
talk about clothes				
ask for and give an opinion about clothes				
write a few sentences about what he/she is going to do next week				
make predictions about his/her life 30 years from now				
write an email while on holiday to his/her friend telling them all his/her holiday news				
talk about gods of thunder, Thor and Indra				

**Progress Report Card**

..... (name) can:			Module 5
	very well	OK	not very well
talk about clothes and their patterns			
compare things			
shop for clothes			
talk about food and food quantities			
write about clothes			
write a food recipe			

**Progress Report Card**

..... (name) can:			Module 6
	very well	OK	not very well
talk about experiences			
talk about sports			
talk about injuries and how they happened			
write about experiences			
write a note			
write an email about a famous person he/she has met			
talk about a British legend			

**Progress Report Card**

..... (name) can:			Module 7
	very well	OK	not very well
talk about animals and their babies			
talk about geographical features			
make suggestions			
write a paragraph about what he/she can do			
write rules for an animal park			
write an article about a place in his/her country			

**Progress Report Card**

..... (name) can:			Module 8
	very well	OK	not very well
talk about music and musical instruments			
write about a traditional musical instrument			
buy a ticket by phone			
make a poster about his/her favourite style of music			
talk about past habits			
interview a famous person			
write an article about King Tutankhamen			
talk about the lost city of El Dorado			

