

МОЙ ВЫБОР – АНГЛИЙСКИЙ

АНГЛИЙСКИЙ ЯЗЫК

Второй иностранный язык

Книга для учителя

5

класс

Учебное пособие
для общеобразовательных
организаций

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Книга для учителя содержит тематическое планирование, примерные ответы и рекомендации к устным упражнениям учебника и письменным заданиям, ключи к заданиям учебного пособия и рабочей тетради. Материалы книги для учителя способствуют достижению личностных, метапредметных и предметных результатов обучения согласно требованиям ФГОС основного общего образования.

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Introduction

Options 5 is a task-based English course in accordance with the Common European Framework of Reference and is designed for learners studying English with the category of A1.

Options 5 develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through pleasant tasks and topics, paying attention to their needs, feelings and desires) ways of learning.

The course consists of:

- The Student's Book which contains: a *starter* unit as well as eight *modules*.
- The Workbook which contains: a *Grammar* section with theory and exercises, a *Vocabulary* section with exercises to revise the vocabulary presented in each module and a *Skills* section with tasks to practise all four language skills.

COURSE COMPONENTS

Student's Book

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

Workbook

The Workbook is in full colour. It contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language and grammar presented in the Student's Book through a variety of exercises, incorporating all four skills. Translation and dictation exercises are also included.

The Workbook also includes:

- **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.

Teacher's Book

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

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

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

Tests & Resource Book

The Tests & Resource Book contains exercises to consolidate what students have been taught in each module as well as games, pairwork activities, portfolio activities, tests and a key to all exercises.

Class Audio CDs

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

ELEMENTS OF A MODULE

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

Each module contains the sections described below.

Vocabulary

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

Reading

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

Grammar

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

Listening

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

Speaking

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

Everyday English

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

Pronunciation

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

Songs

There are songs in each module of the Student's Book that are connected to the themes of the modules as well as related tasks. Listening to lively, high-quality songs is a pleasant way for students to absorb language more easily.

Study Skills

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

Writing

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

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

Across Cultures section

In these interesting and informative pages, students are provided with cross-cultural information and read about aspects of various countries which are thematically linked to the module. The section also contains related tasks and creative projects, such as making a poster, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Across the Curriculum section

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

Fun Time section

This section provides students with practice on reading, listening and speaking through a number of relaxing activities.

The section includes a quiz that revises information presented in the module and acts as a sample for students to prepare a similar quiz of their own.

Self-Check section

This section appears at the end of each module and reinforces students' understanding of the topics, vocabulary and structures that have been presented. An answer key is provided for students to check their answers, and a marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

All About Russia!

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

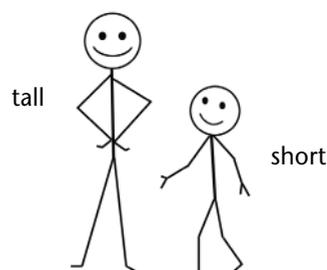
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

Much of the new vocabulary in *Options 5* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

- *Miming*. Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions*. Examples:
 - Present **store** by giving a synonym: *A store is a shop.*
 - Present **tall** by giving its opposite: *He isn't short, he's tall.*
 - Present **weekend** by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present **garage** by giving a definition: *A garage is a place where we keep our car, next to the house.*
- *Context*. Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Madrid is a city, but Nerja is a town.*
- *Visual prompts*. Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary*. Encourage students to guess the meaning of a word, then to use their dictionaries to check if their guess is correct.
- *Sketching*. Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- *Flashcards*. Make flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.

- *Use of L1.* In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

B – Writing

All writing tasks in *Options 5* have been carefully designed to guide students to produce a successful piece of writing.

- Always read the model text provided and deal in detail with the vocabulary tasks. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Assigning homework

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

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

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases.
- *Spelling.* Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud.* Assisted by the Student's CD, students practise at home in preparation for reading aloud in class.
- *Writing.* After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

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

- *Oral accuracy.* In drill work, correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free-speaking activities, allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.

- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback, you may write the most common errors on the board and help the class to correct them.

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

E – Class organisation

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

STUDENTS' LANGUAGE PORTFOLIOS

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

This will be used to store a wide variety of documents and material.

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

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both inside and outside the classroom. The main emphasis is on the process of learning so that, while compiling their Language Portfolios, learners develop the skill of working independently.

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

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

TYPES OF LEARNING STYLES

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

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

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		

Starter

Topic	
In this starter unit Ss will practise the English alphabet, reading words (phonics), colours, numbers, school objects, international words, greetings and classroom language.	
The English Alphabet	4-11
Objectives: To present and practise the English alphabet, to practise greetings, to spell words Vocabulary: ant, ball, car, dog, egg, flag, girl, hat, igloo, jam, koala, lemon, map, nest, onion, pen, queen, rabbit, sun, tree, umbrella, van, window, box, yo-yo, zebra	
Phonics Time!	12-37
Objectives: To introduce Ss to the art of reading Vocabulary: cat, cake, milk, bike, fly, baby, home, frog, cube, nut, chick, watch, shop, phone, mother, teeth, whale, who, bee, sea, bird, nurse, teacher, doctor, cow, house, boy, coin, book, bush, sauce, straw, horse, board, square, bear, chair, where, ear, deer, play, grey, train, boat, ball, cat, cobra, cup, celery, circle, cycle, garden, gorilla, iguana, geese, girl, Germany, giraffe, king, pink, knife, write, listen, lamb, station, electrician, television	
Colours	38
Objectives: To present and practise colours Vocabulary: blue, yellow, green, black, brown, pink, white, orange, red, grey, purple	
Numbers (I)	39
Objectives: To present and practise numbers, to practise asking about addresses and telephone numbers Vocabulary: numbers 1-20	

School objects	40
Objectives: To present and practise school objects, to learn when to use <i>a/an</i> Vocabulary: notebook, book, eraser, pencil sharpener, ruler, pencil, schoolbag, atlas, pencil case	
International words, Greetings, Numbers (II), Classroom Language	41-42
Objectives: To present and practise international words, greetings and some classroom language Vocabulary: popcorn, computer, sandwich, taxi, hi, hello, good morning, good afternoon, good evening, goodbye, bye, good night, numbers 21-1,000, read, listen, be quiet, please, come to the board, please, open your books, close your books, sit down, please, stand up, please	

• **The English Alphabet (I)**

- 1 **Aim** To present the alphabet (a-h)
- Refer Ss to the pictures. Say the sounds of the letters and the corresponding words, one at a time. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.
 - Ss say which letters sound/are the same in their language.

- 2 **Aim** To identify the initial letters and sounds in words
- Refer Ss to the pictures.
 - Ss complete the task. Ask some Ss to say the sound of the first letter of each word.
 - Check Ss' answers.

Answer Key

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

- 3 **Aim** To practise the alphabet
- Ss identify what letter is next and write it in their notebooks.

Answer Key

1 b 2 e 3 f 4 h

- 4 **Aim** To practise pronouncing letters of the alphabet
- Refer Ss to the lists of words.
 - Play the CD. Ss listen, point and repeat.
 - Ss read the words aloud to a partner. Ask some Ss to read the words aloud to the class.

- 5 **Aim** To practise identifying and writing letters
- Refer Ss to the incomplete words. Allow time for them to complete the words in their notebooks.
 - Play the CD and allow time for Ss to check and correct their own work.

Answer Key

apple, frog, hand, book, and, desk, hippo, elephant, doll, gorilla, cup, fan

- 6 **Aim** To practise the alphabet
- Ss copy the words from Ex. 5 in alphabetical order in their notebooks.

Answer Key

and, apple, book, cup, desk, doll, elephant, fan, frog, gorilla, hand, hippo

- 7 **Aim** To revise letters of the alphabet
- Revise the sounds of the letters and the words.
 - Refer Ss to the lyrics. Play the song. Ss follow in their books.
 - Play the song again. Ss sing along.

- 8 **Aim** To present and practise greetings
- Play the CD. Ss follow in their books.
 - Ss make similar dialogues in pairs.
 - Ask some pairs to perform their dialogue in front of the class.

Suggested Answer Key

A: Hello! What's your name?

B: My name is Boris. What's your name?

A: Veronika.

GAME

Ss are divided into groups of three. Hand out cards with words written on them. The Ss stand in alphabetical order. Ask the rest of the class for verification. Shuffle the cards and repeat as many times as you feel is necessary.

• **The English Alphabet (II)**

- 1 **Aim** To present the alphabet (i-r)
- Refer Ss to the pictures. Say the sounds of the letters and the corresponding words, one at a time. Ss repeat after you.
 - Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
 - Ss say which letters sound/are the same in their language.

- 2 **Aim** To practise words Ss already know
- Refer Ss to the pictures. Explain the task.
 - Ss write the answers in their notebooks.
 - Check Ss' answers.

Answer Key

- 1 Yes.
 2 Yes.
 3 No. It's a koala.
 4 No. It's a pear.
 5 Yes.
 6 Yes.
 7 No. It's a map.
 8 Yes.

Starter

3 **Aim** To practise the alphabet

- Explain the task.
- Ss choose the circles that show the lower case and upper case of the same letter.
- Allow time for the Ss to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

Matching pairs: 1, 3, 5, 6, 8

4 **Aim** To practise pronouncing letters of the alphabet

- Refer Ss to the lists of words.
- Play the CD. Ss listen, point and repeat.
- Ss read the words aloud to a partner. Ask some Ss to read the words aloud to the class.
- Check Ss' pronunciation.

5 **Aim** To practise identifying and writing letters

- Refer Ss to the incomplete words. Allow time for them to complete the words in their notebooks.
- Play the CD and allow time for Ss to check and correct their own work.

Answer Key

ox, parrot, nut, quack, ink, jelly, lips, kilt, robot, man, jug, lamp, insect, pink, ill

6 **Aim** To practise the alphabet

- Ss copy the words from Ex. 5 in alphabetical order in their notebooks.
- Check Ss' answers.

Answer Key

ill, ink, insect, jelly, jug, kilt, lamp, lips, man, nut, ox, parrot, pink, quack, robot

7 **Aim** To revise the alphabet

- Revise the sounds of the letters and the words.
- Refer Ss to the lyrics. Play the song. Ss follow in their books.
- Play the song again. Ss sing along.

8 **Aim** To present and practise greetings

- Play the CD. Ss follow in their book.
- Ss make similar dialogues in pairs.
- Ask some pairs to perform in front of the class.

Suggested Answer Key

A: Hello, Alena! How are you?

B: I'm OK. And you?

A: I'm fine, thanks.

GAME

Ss choose twelve of the letters and write them in their notebooks. Read out twelve letters in random order. Ss cross out the letters they have got. The first S to have all of their letters crossed out shouts 'Bingo!' and wins the game.

• The English Alphabet (III)

1 **Aim** To present the alphabet (s-z)

- Refer Ss to the pictures. Say the sounds of the letters and the corresponding words, one at a time. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.
- Ss say which letters sound/are the same in their language.

2 **Aim** To practise the alphabet

- Refer Ss to the pictures. Explain the task.
- Ss write the answers in their notebooks.
- Check Ss' answers.

Answer Key

1 yo-yo	3 sun	5 zebra
2 window	4 tree	6 umbrella

3 **Aim** To practise the alphabet

- Ss find ten words and copy them into their notebooks.
- Check Ss' answers.

Answer Key

van, box, sun, tree, zebra, ant, car, dog, flag, jam

4 **Aim** To practise pronouncing letters of the alphabet

- Refer Ss to the lists of words.
- Play the CD. Ss listen, point and repeat.
- Ss read the words aloud to a partner. Ask some Ss to read the words aloud to the class.
- Check Ss' pronunciation.

- 5 **Aim** To practise identifying and writing letters
- Refer Ss to the incomplete words. Allow time for them to complete the words in their notebooks.
 - Play the CD and allow time for Ss to check and correct their own work.
 - Check Ss' answers.

Answer Key

under, salad, zoo, tin, zip, well, wet, fox, yogurt, woman, wig, ugly

- 6 **Aim** To practise the alphabet
- Ss copy the words from Ex. 5 in alphabetical order in their notebooks.
 - Check Ss' answers.

Answer Key

fox, salad, tin, ugly, under, well, wet, wig, woman, yogurt, zip, zoo

- 7 **Aim** To revise letters of the alphabet
- Revise the sounds of the letters and the words.
 - Refer Ss to the lyrics. Play the song. Ss follow in their books.
 - Play the song again. Ss sing along.

- 8 **Aim** To present and practise introductions
- Play the CD. Ss follow in their books.
 - Ss make similar dialogues in groups of three.
 - Ask some groups to perform in front of the class.

Suggested Answer Key

A: *Good morning, Sofia. This is my friend, Oleg.*

B: *Nice to meet you, Oleg.*

C: *Nice to meet you too, Sofia.*

GAME

Split the class into two teams, Team A and Team B. Hold up a flashcard and ask a S from Team A to name a word which begins with this letter. If they can do this in ten seconds, Team A gets one point. Then repeat with a S from Team B, and so on. The team with the most points at the end wins.

• **The English Alphabet (IV)**

- 1 **Aim** To practise the letters of the alphabet
- Refer Ss to the book and explain the task.
 - Ss write their answers in their notebooks.
 - Check Ss' answers.

Answer Key

1 *a b c*

2 *g h i*

3 *o p q*

4 *v w x*

1 *j k l*

2 *q r s*

3 *v w x*

4 *w x y*

- 2 **Aim** To consolidate words Ss already know

- Refer Ss to the book and explain the task.
- Ss write their answers in their notebooks.
- Check Ss' answers.

Answer Key

1 A 3 B 5 A 7 A

2 B 4 A 6 B 8 A

- 3 **Aim** To consolidate words Ss already know

- Play the CD. Ss listen and choose the correct word and write the answers in their notebooks.
- Check Ss' answers.

Answer Key

1 *hat* 2 *box* 3 *doll* 4 *dog*

AUDIOSCRIPT

One – hat

Two – box

Three – doll

Four – dog

- 4 **Aim** To consolidate words Ss already know

- Refer Ss to the pictures and explain the task.
- Ss read the sentences and write *yes* or *no* in their notebooks.
- Check Ss' answers.

Answer Key

1 *yes* 3 *no* 5 *yes* 7 *yes*

2 *yes* 4 *no* 6 *no* 8 *no*

- 5 **Aim** To consolidate words Ss already know

- Refer Ss to the pictures and explain the task.
- Ss write the words in the correct column in their notebooks.
- Check Ss' answers.

Starter

Answer Key

Animals	Food	Things
koala	onion	hat
rabbit	lemon	map
zebra	egg	umbrella
dog	jam	pen

6 **Aim** To revise the alphabet

- Present the names of the letters. Write A on the board and say: /eɪ/. Repeat with the rest of the letters.
- Play the CD. Ss follow in their books.
- Play the CD again. Ss sing along.

7 **Aim** To present and practise spelling words

- Play the CD. Ss follow in their books.
- Ss make similar dialogues in pairs.
- Ask some groups to perform in front of the class.

Suggested Answer Key

A: How do you spell 'map'?

B: m – a – p. How do you spell 'dog'?

A: d – o – g.

GAME

Divide the class into 2 teams. Ask a S from the first team to come to the board and write a word. Invite a S from the other team to write a word using one of the letters in the word, as shown in the example. Each correct word wins a point. The team with the most points wins.

• Phonics Time! (I)

1 a) **Aim** To present the sounds /æ/ and /eɪ/

- Refer Ss to the pictures. Point to, and say the sounds and the words. The Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /æ/ and /eɪ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise the sounds /æ/ and /eɪ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

3 **Aim** To identify the sounds /æ/ and /eɪ/ in words

- Ss read the lists and find the odd word out in each.
- Allow time for the Ss to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

1 name 2 has 3 snake 4 ant

4 **Aim** To practise the sounds /æ/ and /eɪ/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present the sounds /ɪ/ and /aɪ/

- Refer Ss to the pictures. Point to and say the sounds and the words. The Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /ɪ/ and /aɪ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

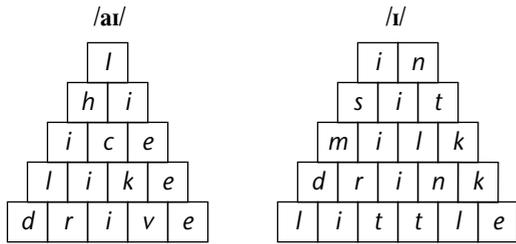
6 **Aim** To practise the sounds /ɪ/ and /aɪ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

7 **Aim** To identify the sounds /ɪ/ and /aɪ/ in words

- Ss say the words in the list. Check their pronunciation and intonation.
- Ss copy and complete the word pyramids in their notebooks.
- Check Ss' answers.

Answer Key



8 **Aim** To practise pronouncing the sounds /i/ and /aɪ/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: Where are you from?

B: I'm from Volgograd. And you?

A: I'm from Samara.

• Phonics Time! (II)

1 a) **Aim** To present the sounds /aɪ/ and /i/

- Refer Ss to the pictures. Point to and say the sounds and the words. The Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /aɪ/ and /i/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise pronouncing the sounds /aɪ/ and /i/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

3 **Aim** To identify the sounds /aɪ/ and /i/ in words

- Ss complete the words in the list in their notebooks.
- Ask some Ss to read the words aloud. Check their pronunciation and intonation.
- Check Ss' answers.

Answer Key

- | | | | |
|----------|--------|--------|----------|
| 1 bat | 4 take | 7 swim | 10 fine |
| 2 he | 5 egg | 8 fly | 11 teddy |
| 3 pretty | 6 my | 9 leg | 12 baby |

4 **Aim** To practise pronouncing the sounds /aɪ/ and /i/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present the sounds /əʊ/ and /ɒ/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /əʊ/ and /ɒ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

6 **Aim** To practise pronouncing the sounds /əʊ/ and /ɒ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

7 **Aim** To identify the sounds /əʊ/ and /ɒ/ in words

- Ss complete the words in the list in the notebooks.
- Then, Ss read the words aloud. Check their pronunciation and intonation.

Answer Key

- | | | | |
|--------|-------|-------|-------|
| 1 /əʊ/ | 2 /ɒ/ | 3 /ɒ/ | 4 /ɒ/ |
|--------|-------|-------|-------|

8 **Aim** To practise pronouncing the sounds /əʊ/ and /ɒ/

- Refer Ss to the picture. Ask them to name what they can see in it.

Starter

- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: *Who's that?*

B: *That's my friend, Boris.*

• Phonics Time! (III)

1 a) **Aim** To present the sounds /ju:/ and /ʌ/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /ju:/ and /ʌ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise pronouncing the sounds /ju:/ and /ʌ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

3 **Aim** To identify the sounds /ju:/ and /ʌ/ in words

- Explain the task.
- Ss read the words and write *yes* if the words rhyme and *no* if they don't in their notebooks.
- Check Ss' answers.

Answer Key

1 *yes* 2 *yes* 3 *yes* 4 *no* 5 *no* 6 *no*

4 **Aim** To practise pronouncing the sounds /ju:/ and /ʌ/

- Refer Ss to the picture. Ask them to name what they can see in it.

- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present the sound /tʃ/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sound /tʃ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

6 **Aim** To practise pronouncing the sound /tʃ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

7 **Aim** To identify the sound /tʃ/ in words

- Ss complete the words in the list in their notebooks.
- Check Ss' answers.
- Then, Ss read the words aloud. Check their pronunciation and intonation.

Answer Key

1 *sandwich* 3 *watch*

2 *lunch* 4 *catch*

8 **Aim** To practise pronouncing the sound /tʃ/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: *Can I have your rubber, please?*

B: *Of course! Here you are.*

• **Phonics Time! (IV)**

- 1 a) **Aim** To present the sounds /f/ and /f/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sounds /f/ and /f/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 2 **Aim** To practise pronouncing the sounds /f/ and /f/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the texts to the class.

- 3 **Aim** To identify the sounds /f/ and /f/ in words
- Explain the task.
 - Ss read the transcriptions of the words and match them to pictures in their notebooks.
 - Ask some Ss to read out loud.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 d | 3 c | 5 g | 7 e |
| 2 f | 4 h | 6 a | 8 b |

- 4 **Aim** To practise pronouncing the sounds /f/ and /f/
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 5 a) **Aim** To present the sounds /ð/, /θ/, /w/ and /h/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 -

- b) **Aim** To practise the sounds /ð/, /θ/, /w/ and /h/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 6 **Aim** To practise pronouncing the sounds /ð/, /θ/, /w/ and /h/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

- 7 **Aim** To identify the sounds /ð/, /θ/, /w/ and /h/ in words

- Refer Ss to the book and explain the task.
- Ss read the lists and find the odd word out in each.
- Allow time for the Ss to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- 1 who 2 three 3 white

- 8 **Aim** To practise pronouncing the sounds /ð/, /θ/, /w/ and /h/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

- 9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

- A: What's your mother's name?
B: Olga.

• **Phonics Time! (V)**

- 1 a) **Aim** To present the sound /i:/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Focus Ss' attention to the different spelling of the same sound.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sound /i:/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 2 **Aim** To practise pronouncing the sound /i:/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

- 3 **Aim** To write words with the sound /i:/
- Explain the task.
 - Ss look at the pictures and write the words using *ee* or *ea* in their notebooks.
 - Check Ss' answers.

Answer Key

- 1 *bee* 3 *pea* 5 *jeans* 7 *beak*
2 *sleep* 4 *feet* 6 *eat* 8 *tea*

- 4 **Aim** To practise pronouncing the sound /i:/
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 5 a) **Aim** To present the sound /ɜ:/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Focus Ss' attention to the different spelling of the sound.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sound /ɜ:/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 6 **Aim** To practise pronouncing the sound /ɜ:/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

- 7 **Aim** To write words with the sound /ɜ:/
- Refer Ss to the book and explain the task.
 - Ss read and complete the sentences in their notebooks.
 - Check Ss' answers.

Answer Key

- 1 *nurse* 2 *purple* 3 *skirt* 4 *bird*

- 8 **Aim** To practise pronouncing the sound /ɜ:/
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

- A: *Who's your best friend?*
B: *Nina. Who's your best friend?*
A: *Lada!*

• **Phonics Time! (VI)**

- 1 a) **Aim** To present the sound /ə/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sound /ə/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 2 **Aim** To practise pronouncing the sound /ə/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

3 **Aim** To write words with the sound /ə/

- Explain the task.
- Ss look at the pictures and write the words using *er* or *or* in their notebooks.
- Check Ss' answers.

Answer Key

1 teacher 3 doctor 5 actor 7 cooker
2 hamster 4 tractor 6 mirror 8 jumper

4 **Aim** To practise pronouncing the sound /ə/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present the sound /aʊ/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sound /aʊ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

6 **Aim** To practise pronouncing the sound /aʊ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

7 **Aim** To practise saying words that rhyme

- Explain the task.
- Ss read the words and complete the task in their notebooks.
- Check Ss' answers.

Suggested Answer Key

1 how 3 mouse
2 crown, brown 4 loud

8 **Aim** To practise pronouncing the sound /aʊ/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: *Who's your favourite actor?*

B: *Elena Korikova. What about you?*

• **Phonics Time! (VII)**

1 a) **Aim** To present the sound /ɔɪ/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sound /ɔɪ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise pronouncing the sound /ɔɪ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

3 **Aim** To identify words with the sound /ɔɪ/

- Explain the task.
- Ss read the transcriptions and write the words in their notebooks.
- Check Ss' answers.

Answer Key

1 boy 3 coin 5 oyster 7 oil
2 point 4 noisy 6 toy 8 boil

4 **Aim** To practise pronouncing the sound /ɔɪ/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

- 5 a) **Aim** To present the sound /ʊ/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sound /ʊ/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 6 **Aim** To practise pronouncing the sound /ʊ/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

- 7 **Aim** To identify words with the sound /ʊ/
- Refer Ss to the book and explain the task.
 - Ss read the lists and find the odd word out in each.
 - Allow time for the Ss to complete the task in their notebooks.
 - Check Ss' answers.

Answer Key

1 hot 2 bus 3 body

- 8 **Aim** To practise pronouncing the sound /ʊ/
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 9 **Aim** To practise everyday English and formulate expressions
- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
 - Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
 - The Ss, in pairs, look at the picture in Ex. 9 and make similar exchanges, as in the example.
 - Ask a few pairs to report back to the class.

Suggested Answer Key

A: Here's your notebook.

B: Thank you!

• Phonics Time! (VIII)

- 1 a) **Aim** To present the sound /ɔ:/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sound /ɔ:/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 2 **Aim** To practise pronouncing the sound /ɔ:/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

- 3 **Aim** To identify words with the sound /ɔ:/
- Explain the task.
 - Ss say the words and match them to their transcriptions in their notebooks.
 - Check Ss' answers.

Answer Key

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

- 4 **Aim** To practise pronouncing the sound /ɔ:/
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 5 a) **Aim** To present and practise the sound /ɔ:/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sound /ɔ:/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 6 **Aim** To practise pronouncing the sound /ɔ:/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.

- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

7 **Aim** To practise the sound /ɔ:/

- Refer Ss to the book and explain the task.
- Ss read the sentences with the help of the transcriptions. Then they match the sentences to the pictures in their notebooks.
- Check Ss' answers.

Answer Key

1 c 2 d 3 a 4 e 5 b

8 **Aim** To practise pronouncing the sound /ɔ:/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- Split the class into pairs. Ask a S to write the transcription of one of the words on p. 27 on the board. The other S tries to find which word it is. Then they swap roles. Repeat with as many pairs as you think is necessary. Alternatively, the pairs can work while seated and write the words in their notebooks. Provide any necessary help with the transcription of the words.

Suggested Answer Key

A: What does this say? (writes /bɔ:d/)

B: Board!

• **Phonics Time! (IX)**

1 a) **Aim** To present and practise sounds.

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sound /eə/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise pronouncing the sound /eə/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

3 **Aim** To practise pronouncing the sound /eə/

- Explain the task.
- Ask Ss to read out the words.
- Play the CD. Ss listen and write *a* or *b* in their notebooks.
- Check Ss' answers.

Answer Key

1 a 2 b 3 b 4 a 5 b

AUDIOSCRIPT

One – hare

Two – pear

Three – hair

Four – share

Five – scare

4 **Aim** To practise pronouncing the sound /eə/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present and practise the sound /ɪə/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sound /ɪə/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

6 **Aim** To practise pronouncing the sound /ɪə/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

Starter

7 **Aim** To identify rhyming words

- Explain the task.
- Ss read the words and write *yes* if the words rhyme, and *no* if they don't in their notebooks.

Answer Key

1 no 2 yes 3 no 4 yes

8 **Aim** To practise pronouncing the sound /ɪə/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: What class are you in?

B: I'm in Class 4A. And you?

A: I'm in Class 4A, too!

• Phonics Time! (X)

1 a) **Aim** To present the sound /eɪ/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sound /eɪ/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise pronouncing the sound /eɪ/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

3 **Aim** To identify words with the sound /eɪ/

- Explain the task.

- Ss match the words to their transcriptions in their notebooks.
- Check Ss' answers.

Answer Key

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

4 **Aim** To practise pronouncing the sound /eɪ/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present the sounds /əʊ/ and /ɔ:l/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /əʊ/ and /ɔ:l/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

6 **Aim** To practise pronouncing the sounds /əʊ/ and /ɔ:l/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

7 **Aim** To practise the sounds /əʊ/ and /ɔ:l/

- Ss choose twelve of the words and write them in their notebooks.
- Read out twelve words in random order. Ss cross the words out as they go.
- The first S to have all of their words crossed out shouts 'Bingo!' and wins the game.

8 **Aim** To practise pronouncing the sounds /əʊ/ and /ɔ:l/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.

- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: *What's your last name?*

B: *Ivanov. What's your last name?*

A: *Orlov.*

• **Phonics Time! (XI)**

1 a) **Aim** To present the sounds /k/, /s/, /g/ and /d₃/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /k/, /s/, /g/ and /d₃/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

2 **Aim** To practise pronouncing the sounds /k/, /s/, /g/ and /d₃/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the texts to the class.

3 **Aim** To identify the sounds /k/, /s/, /g/ and /d₃/ in words

- Refer Ss to the book and explain the task.
- Ss read the lists and find the odd word out in each.
- Allow time for the Ss to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|----------|-----------|
| 1 ginger | 3 girl |
| 2 car | 4 cyclone |

4 **Aim** To practise pronouncing the sounds /k/, /s/, /g/ and /d₃/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

5 a) **Aim** To present the sounds /ŋ/ and /ŋk/

- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
- Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

b) **Aim** To practise the sounds /ŋ/ and /ŋk/

- Ss read the words to a partner. Check their pronunciation and intonation.
- Ask some Ss to read the words to the class.

6 **Aim** To practise pronouncing the sounds /ŋ/ and /ŋk/

- Point to the pictures. Ask Ss to say what they can see.
- Play the CD. Ss listen and follow in their books.
- Ss read the text in pairs. Check their pronunciation and intonation.
- Ask some Ss to read the text to the class.

7 **Aim** To identify the sounds /ŋ/ and /ŋk/ in words

- Explain the task.
- Ss read and complete the words in their notebooks.
- Check Ss' answers.

Answer Key

- 1 king 2 ring 3 drink 4 strong

8 **Aim** To practise pronouncing the sounds /ŋ/ and /ŋk/

- Refer Ss to the picture. Ask them to name what they can see in it.
- Play the CD. Ss follow in their books.
- Ask some Ss to repeat the sentence to the class.

9 **Aim** To practise everyday English and formulate expressions

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
- The Ss, in pairs, look at the picture in Ex. 9 and ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

A: *What's your favourite animal?*

B: *A giraffe!*

• **Phonics Time! (XII)**

- 1 a) **Aim** To present silent letters
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you. Focus Ss' attention on the silent letters, letters we write, but do not pronounce.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise silent letters
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 2 **Aim** To practise pronouncing silent letters
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

- 3 **Aim** To identify silent letters in words
- Refer Ss to the book and explain the task.
 - Ss read the transcriptions and write the words in English in their notebooks.
 - Check Ss' answers.

Answer Key

- | | | |
|---------|----------|---------|
| 1 knife | 4 listen | 7 climb |
| 2 lamb | 5 castle | 8 knee |
| 3 write | 6 wrist | |

- 4 **Aim** To practise pronouncing sounds
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 5 a) **Aim** To present the sounds /ʃn/ and /ʒn/
- Refer Ss to the pictures. Point to and say the sounds and the words. Ss repeat after you.
 - Play the CD. Ss listen, point and repeat together and individually. Check their pronunciation and intonation.

- b) **Aim** To practise the sounds /ʃn/ and /ʒn/
- Ss read the words to a partner. Check their pronunciation and intonation.
 - Ask some Ss to read the words to the class.

- 6 **Aim** To practise pronouncing the sounds /ʃn/ and /ʒn/
- Point to the pictures. Ask Ss to say what they can see.
 - Play the CD. Ss listen and follow in their books.
 - Ss read the text in pairs. Check their pronunciation and intonation.
 - Ask some Ss to read the text to the class.

- 7 **Aim** To practise the sounds /ʃn/ and /ʒn/
- Ss choose twelve of the words and write them in their notebooks.
 - Read out words in random order. Ss cross the words out as they go.
 - The first S to have all of their words crossed out shouts 'Bingo!' and wins the game.

- 8 **Aim** To practise pronouncing the sounds /ʃn/ and /ʒn/
- Refer Ss to the picture. Ask them to name what they can see in it.
 - Play the CD. Ss follow in their books.
 - Ask some Ss to repeat the sentence to the class.

- 9 **Aim** To practise everyday English and formulate expressions
- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
 - Play the CD. Ss listen and repeat together and individually. Check their pronunciation and intonation.
 - The Ss, in pairs, look at the picture in Ex. 9 and make similar exchanges, as in the example.
 - Ask a few pairs to report back to the class.

Suggested Answer Key

- A: Oh, I'm late! Bye, Marta!
 B: Bye, Egor. See you later.

• **Phonics Time! (Review)**

- 1 **Aim** To identify sounds in words
- Refer Ss to the book and explain the task.
 - Ss read the lists and find the odd word out in each.
 - Allow time for the Ss to complete the task in their notebooks.
 - Check Ss' answers.

Answer Key

- | | | | |
|--------|--------|--------|---------|
| 1 make | 3 fly | 5 cute | 7 three |
| 2 kite | 4 rope | 6 ship | 8 ship |

2 **Aim** To identify sounds in words

- Refer Ss to the pictures and the words. Explain the task.
- Ss change the letters in red to make new words and write their answers in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|---------|--------|--------|
| 1 tea | 4 toy | 7 pear |
| 2 skirt | 5 hook | 8 hall |
| 3 mouse | 6 saw | |

3 **Aim** To identify sounds in words

- Refer Ss to the book and explain the task.
- Ss read the words and match them to their transcriptions in their notebooks.
- Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|------|------|
| 1 h | 4 c | 7 a | 10 n | 13 e |
| 2 j | 5 m | 8 f | 11 d | 14 o |
| 3 k | 6 g | 9 b | 12 i | 15 l |

4 **Aim** To identify sounds in words

- Refer Ss to the book and explain the task.
- Ss look at the pictures and choose the correct transcriptions in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|------------|-------------|
| 1 /'kɑ:sl/ | 3 /gift/ |
| 2 /bæŋk/ | 4 /'seləri/ |

5 **Aim** To understand transcriptions of words

- Refer Ss to the story and explain the task.
- Ss read the transcriptions and write the correct words in their notebooks.
- Ask Ss to tell you the moral of the story. (We should work together and help each other.)
- Check Ss' answers.

Answer Key

- | | | | |
|---------|---------|---------|---------|
| 2 lake | 5 ride | 8 man | 11 hand |
| 3 small | 6 coast | 9 catch | 12 Fly |
| 4 beak | 7 tree | 10 hurt | 13 Bye |

6 **Aim** To understand transcriptions of words

- Refer Ss to the story and explain the task.
- Ss read the transcriptions and find the words in the story. They write their answers in their notebooks.
- Ask Ss to tell you the moral of the story. (We should be resourceful.)
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|-----------|
| 1 frog | 6 kitchen | 11 feet |
| 2 brother | 7 pan | 12 down |
| 3 look | 8 milk | 13 butter |
| 4 rain | 9 fall | 14 climb |
| 5 pretty | 10 strong | 15 clever |

• Colours

1 **Aim** To present colours

- Play the recording.
- Ss repeat chorally or individually.
- Ask Ss to say the colours in their L1.
- As an extension, point to different objects in the class and elicit their colour.
e.g. T: (points to a chair) What colour is it?
S1: Green.

2 **Aim** To practise colours

- Refer Ss to the picture.
- Ss look, read the sentences and write *yes* or *no* in their notebooks.
- Check Ss' answers.

Answer Key

- | | | | |
|------|-------|-------|-------|
| 1 no | 3 yes | 5 no | 7 yes |
| 2 no | 4 yes | 6 yes | 8 no |

GAME

Ss close their books. Ask questions about the colours of the items in the picture in Ex. 2.

e.g. T: What colour is the ball?

S1: White!

If you wish, you can put the Ss into teams to answer the questions and award points for correct answers.

3 **Aim** To practise colours

- Refer Ss to the pictures.
- Ss read and complete the sentences in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|----------|---------|---------|
| 1 yellow | 3 brown | 5 black |
| 2 green | 4 white | |

• Numbers

4 **Aim** To present and practise numbers (1-20)

- Play the recording. Ss listen and repeat the numbers.
- Ask Ss to count from 1-20.
- Ask Ss to say the numbers in their L1.

Starter

- Draw Ss' attention to the picture and explain that in many countries the number of candles on a birthday cake shows how old a person is.
- Ask Ss to count the candles on the cake and say how old Sophie is.

Answer Key

Sophie is 8 years old.

5 **Aim** To practise asking about addresses and telephone numbers

- Choose two Ss to read through the example dialogue.
- Allow Ss some time to complete the task with the rest of the addresses and telephone numbers in closed pairs.
- Monitor the activity around the class.
- Ask some pairs to act out their dialogues.

Answer Key

- 2 A: What's your address?
B: 128 Middle Street.
A: How do you spell it?
B: M-I-D-D- L-E.
A: What's your telephone number?
B: It's double five-two-four-three-five-eight-nine.
- 3 A: What's your address?
B: 64 Memphis Street
A: How do you spell it?
B: M-E-M-P-H-I-S
A: What's your telephone number?
B: It's double two-nine-four-double three-one-eight.
- 4 A: What's your address?
B: 97 Newton Street
A: How do you spell it?
B: N-E-W-T-O-N
A: What's your telephone number?
B: It's seven-two-three-nine-eight-six-three-two.
- 5 A: What's your address?
B: 38 Melrose Street.
A: How do you spell it?
B: M-E-L-R-O-S-E
A: What's your telephone number?
B: It's three-double seven-two-five-nine-two-one.

6 **Aim** To practise asking about age

- Refer Ss to the picture. Read the speech bubbles aloud. The Ss repeat after you.
- The Ss, in pairs, ask and answer questions, as in the example.
- Ask a few pairs to report back to the class.

Suggested Answer Key

- A: How old are you?
B: I'm ten. And you?
A: I'm eleven.

• School objects

1 **Aim** To learn to use *a/an*; to present school objects

- Read out the grammar rules.
- Ask Ss to give examples of their own.
- Read out the school objects and ask Ss to repeat chorally or individually.
- Allow some time for Ss to complete the exercise in their notebooks.
- Check Ss' answers.

Answer Key

a notebook, a book, a ruler, an eraser, a pencil sharpener, a pencil, a schoolbag, an atlas, a pencil case

2 **Aim** To practise school objects and *a/an*

- Choose two Ss to read out the example. Then Ss complete the task in closed pairs.
- Monitor the activity around the class and ask some pairs to act out their exchanges for the rest of the class.

Suggested Answer Key

- A: What's this in English?
B: It's an eraser.

GAME

In pairs, one S hides a school object behind their back and their partner tries to guess what the object is. Alternatively, divide the class into two teams, A and B. One S from each team hides the school object for a S from the other team to guess what it is. Each correct guess wins one point. The team with the most points wins.

• International words

3 **Aim** To present and practise international words

- Refer Ss to the pictures. Elicit the items.
- Ss find and write the words in their notebooks.
- Check Ss' answers.

Answer Key

computer, popcorn, pizza, sandwich, taxi

- Ss then find other international words online (e.g. *café, club, kilo, macaroni, opera, etc.*).

• Greetings

Read the information box and then the greetings 1-6 aloud. Ss repeat chorally and individually. Explain when each greeting is used and elicit the equivalent greetings in Ss' L1.

Alternative Activity for weaker Ss

On the board, write different times of the day and ask Ss to tell you the appropriate greeting.

T: *At 10:30 am what do we say?*

S1: *Good morning, etc*

• Numbers (II)

- 1 **Aim** To present numbers (21-1,000); to practise pronunciation; to consolidate through translation

- Play the recording. Ss listen and repeat the numbers.
- Ask Ss to say the numbers in their L1.

(Ss' own answers)

- 2 **Aim** To practise numbers

Direct Ss' attention to the pictures and ask them to say the numbers.

Answer Key

- 1 *forty-five*
- 2 *one hundred and thirty-seven*
- 3 *sixty-eight*
- 4 *one thousand*

- 3 **Aim** To practise numbers

Ss form a chain and count from 1 to 100 with a different S saying a different number each time.

• Classroom language

- 4 **Aim** To learn common phrases used in the classroom; to consolidate through translation

- Draw Ss' attention to pictures 1-8. Explain that each item is an instruction a teacher would say in the classroom.
- Play the recording. Ss listen and repeat chorally or individually.
- Ask various Ss to give their L1 equivalents.

(Ss' own answers)

Module

1

School days

Topic	
In this module Ss will explore the topics of school, countries/ capital cities, nationalities, sports and continents.	
Module page	43
Lesson objectives: Overview of the module Vocabulary: School subjects (<i>English, Geography, Music, History, Information Technology (IT), Maths, Science, Art, Physical Education (PE), Design & Technology (D&T)</i>)	
1a	44-45
Lesson objectives: To read about students around the world, to learn nationalities, to give personal details, to listen for specific information, to write a short paragraph about yourself Vocabulary: Countries (<i>the UK, the USA, Poland, Turkey, France, Russia, Italy, Portugal, Greece, Mexico, China</i>); Nationalities (<i>Polish, British, American, Italian, Chinese, Turkish, Portuguese, French, Mexican, Greek, Russian</i>); Nouns (<i>school trip, best friend, classmates, drawing, painting</i>); Adjective (<i>good at</i>)	
1b	46-47
Lesson objectives: To learn and practise the verb 'to be', subject/object pronouns and question words Vocabulary: Question words (<i>who, what, where, how old</i>)	
1c	48-49
Lesson objectives: To read and talk about a sports school, to read for specific information, to listen for specific information, to ask for personal information, to write a short text about your partner Vocabulary: Sports (<i>swimming, football, badminton, hockey, athletics, gymnastics, basketball, tennis</i>); Verbs (<i>like, choose, win competitions</i>); Adjectives (<i>boring, good</i>); Adverb (<i>never</i>); Determiner (<i>many</i>)	
1d	50
Lesson objectives: To practise greetings, introductions and asking personal questions, to read for specific information Vocabulary: Greetings & Introductions (<i>How are you? I'm fine, thanks. This is Ben. Nice to meet you. Where are you from? How old are you? What's your favourite subject?</i>)	
Across Cultures	51
Lesson objectives: To read and talk about the UK and Russian education systems, to read for specific information, to pronounce /eɪ/, /æ/ Vocabulary: UK and Russian education systems (<i>primary school, middle school, secondary school, university</i>); Verbs (<i>must go, leave</i>); Noun (<i>children</i>); Adjectives (<i>same, aged</i>); Verb (<i>must go</i>); Phrase (<i>all over</i>)	
CLIL TIME: Geography	52
Lesson objectives: To learn countries and their capital cities Vocabulary: Countries (<i>Canada, the USA, Mexico, Brazil, the UK, Portugal, Spain, Italy, France, Germany, Greece, Russia, Turkey, Egypt, India, China, Japan, Australia</i>); Capital cities (<i>Canberra, Moscow, Tokyo, Lisbon, London, Paris, Rome, Madrid, Athens, Washington D.C., Mexico City, Berlin, Beijing, Brasilia, Ankara, Cairo, Ottawa, New Delhi</i>)	
Fun Time 1	53
Lesson objectives: To test skills acquired and knowledge attained throughout the module; to read and listen for specific information; to do a quiz, to write a quiz	
Monstertrackers! (Episode 1)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about Mokele Vocabulary: Nouns (<i>boat, monster, dinosaur, crocodile, cave, river</i>); Verbs (<i>see, wait</i>)	
Self-Check 1	54

►► **What's in this module?**

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

Find the page numbers for

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

Answer Key

sports (p. 48)

What sports can you see? Can you play any of these sports? Do you play any of these sports at your school?

flags (p. 45)

Which ones do you know? Which country is each from? What colour is each? What is your national flag like?

a world map (p. 52)

What information does a world map show? What are maps used for? Do you ever use a map? When? What for?

famous people (p. 47)

Do you know these people? What are they famous for? Have you ever met anyone famous?

2 **Aim** To practise vocabulary for school subjects

- Read out the sentence stems and allow Ss time to complete them orally or in writing in their notebooks. Then ask some Ss to read out their completed sentences.

Suggested Answer Key

My favourite school subjects are Maths, Music and Art. I'm good at Maths. I'm not good at History.

Vocabulary

1 **Aim** To present vocabulary for school subjects

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss.

(Ss' own answers)

- Draw Ss' attention to the pictures and ask various Ss to say which subject is shown in each picture.

Answer Key

pic. 1 – Science

pic. 2 – Information Technology (IT)

pic. 3 – Geography

pic. 4 – Maths

pic. 5 – Art

1a

1 **Aim** To read for gist

- Ask Ss to look at pictures 1-4 and answer your questions. Ask: *Which picture shows students in school uniforms?* (2) *Which picture shows two teenage girls talking?* (1) *Which picture shows a teenage student in his classroom?* (3) *Which picture shows a teenage student in her IT class?* (4)
- Allow Ss time to read texts A-D and elicit which picture matches which text.
- Refer Ss to the Word List to look up the words in the **Check these words** box.

Answer Key

1 C 2 B 3 D 4 A

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

- Explain the task and go through the example.
- Play the recording. Ss listen and follow the text in their books.
- Allow Ss two minutes to find who the personal pronouns/possessive adjectives refer to and write their answers in their notebooks.
- Check Ss' answers.

Answer Key

2 *May's* 5 *May and her friends*
 3 *Brenda's* 6 *Nelly*
 4 *Miguel's*

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

- Allow Ss time to review the text. Ask Ss to copy the table into their notebooks and complete it.
- Check Ss' answers.
- Ask various Ss to use the table to make sentences, as in the example.

Answer Key

Name	Country	Favourite subject
Brenda	England	IT and Music
May	Japan	Science
Miguel	Mexico	History

Suggested Answer Key

Brenda's from England. Her favourite subjects are IT and Music.
May's from Japan. Her favourite subject is Science.
Miguel's from Mexico. His favourite subject is History.

4 **Aim** To learn countries and nationalities and consolidate through translation

- Ask Ss if they can identify any of the flags in the pictures and elicit which country's flag each one is.

- Read out the example. Allow Ss time to complete the task in their notebooks.
- Play the recording. Ss listen and check.
- Elicit the L1 equivalents from Ss around the class.

Answer Key

<i>the USA – American</i>	<i>Italy – Italian</i>
<i>Poland – Polish</i>	<i>Portugal – Portuguese</i>
<i>Turkey – Turkish</i>	<i>Greece – Greek</i>
<i>France – French</i>	<i>Mexico – Mexican</i>
<i>Russia – Russian</i>	<i>China – Chinese</i>

5 **Aim** To listen for specific information

- Play the recording while Ss listen and complete the gaps with the missing information in their notebooks. Write the answers on the board. Ask Ss to check their answers.
- Ask Ss to say the nationality of each of the people in the pictures.

Answer Key

1 15 3 13
 2 *Giovanni* 4 *Italy*

Juanita is Mexican.

Giovanni is Italian.

AUDIOSCRIPT

1 *Hola! My name is Juanita Vasquez. I'm fifteen years old. I am from Mexico. I'm Mexican.*

2 *Ciao! My name is Giovanni Davielli and I'm 13 years old. I am from Italy. I'm Italian.*

6 **Aim** To ask for and give personal information

- Ask two Ss to read out the example.
- Ss take roles and complete the task in closed pairs.
- Ask some pairs to act out the dialogues for the class.

Suggested Answer Key

A: *Hello! What's your name?*

B: *Sergio.*

A: *Where are you from?*

B: *I'm from Portugal.*

A: *You're Portuguese, then.*

B: *Yes, I'm from Lisbon.*

A: *How old are you?*

B: *I'm 14.*

A: *Hello! What's your name?*

B: *Marika.*

A: *Where are you from?*

B: *I'm from Russia.*

A: *You're Russian, then.*

B: *Yes, I'm from Moscow.*

A: *How old are you?*

B: *I'm 13.*

A: Hello! What's your name?

B: Jane.

A: Where are you from?

B: I'm from the USA.

A: You're American, then.

B: Yes, I'm from New York.

A: How old are you?

B: I'm 12.

A: Hello! What's your name?

B: Helen.

A: Where are you from?

B: I'm from the UK.

A: You're British, then.

B: Yes, I'm from London.

A: How old are you?

B: I'm 15.

7 **Aim** To consolidate the vocabulary and grammar of the unit

- Demonstrate the task by presenting yourself. (*Hi! My name's Laura and I'm 29 years old. I'm from London, England. I'm British.*) Allow Ss some time to complete the task in their notebooks.
- Check Ss' answers.
- Ask Ss to use their completed sentences to present themselves to the rest of the class.

(Ss' own answers)

1b

1 **Aim** To present the verb 'to be' in the affirmative and negative and consolidate through translation

- Ss close their books. Write on the board: *I am Ingrid. I'm Ingrid.* Present the full and contracted forms of the present simple affirmative of the verb 'to be'.
- Point to a S. Say: *You're Mario.* Then write it on the board.
- Point to a male S in the class and say: *He's Tony.* Then write it on the board.
- Point to a female S in the class and say: *She's Maria.* Then write it on the board. Continue with the rest.
- Then present the negative form of the verb 'to be'. Say, then write on the board: *I'm Italian. I'm not French.* Underline the words *I'm not*. Elicit how the negative of the verb 'to be' is formed (by adding *not* after *am, is, are*). Do the same to present all persons singular and plural in both full and contracted forms.
- Ss open their books and read the box. Elicit the L1 equivalents.

(Ss' own answers)

2 **Aim** To practise the present simple affirmative of the verb 'to be'

- Allow Ss some time to make their sentences, orally or in writing in their notebooks.
- Then ask individual Ss to say a sentence. Make sure all possibilities are given.

Suggested Answer Key

- *Juan and Rosa are friends.*
Juan and Rosa are from Spain.
Juan and Rosa are twins.
Juan and Rosa are from London.
Juan and Rosa are 12 years old.
- *We are friends.*
We are from Spain.
We are twins.
We are from London.
We are 12 years old.
- *Bill and I are friends.*
Bill and I are from Spain.
Bill and I are twins.
Bill and I are from London.
Bill and I are 12 years old.
- *Steve is from Spain.*
Steve is from London.
Steve is 12 years old.
- *Betty is from Spain.*
Betty is from London.
Betty is 12 years old.

3 **Aim** To practise the present simple affirmative and negative of the verb 'to be'

- Read the example, then Ss complete the task in their notebooks.
- Check Ss' answers.

Answer Key

2	's	4	're
3	aren't	5	'm not

4 **Aim** To present the present simple interrogative of the verb 'to be'

- Ss close their books. Say, then write on the board: *Am I a teacher?* Underline *Am I*. Explain that we form the interrogative of the verb 'to be' by putting the verb 'to be' before the subject pronoun.
- Say, then write the answer on the board: *Yes, I am.* Explain that this is a positive short answer. Explain how positive short answers are formed (*Yes + personal pronoun + am/is/are*).
- Write on the board: *Am I a doctor?* *No, I'm not.* Explain how negative short answers are formed (*No + personal pronoun + 'm not/isn't/aren't*).

1c

1 **Aim** To present sports and consolidate through translation

- Play the recording. Ss repeat chorally or individually.
- Elicit the L1 equivalents.

(Ss' own answers)

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

- Read the *Study Skills* box aloud, then ask Ss to look at the title and the headings. Invite them to say what they think the text is about.
- Play the recording. Ss listen, read and check their answers.
- Direct Ss to the Word List to look up the words in the *Check these words* box.

Answer Key

The text is about a sport school, the Glasgow School of Sport, and the students there.

3 **Aim** To read for specific information

- Allow time for Ss to read the text again.
- Read each question aloud and elicit the answer from Ss around the class. Ask Ss to point out the answer in the text.

Answer Key

- 1 It is in Scotland.
- 2 There are school subjects like Maths, English, Science and Geography.
- 3 Students can do badminton, hockey, swimming, athletics or gymnastics.
- 4 There are 1,100 students in the school.

4 **Aim** To consolidate information read in a text

- Ss do the task in closed pairs. Allow Ss some time to go through the text again, then close their books and tell their partner.
- Ask some pairs to report back to the class.

Suggested Answer Key

The Glasgow School of Sport is Scotland's first school for sports. Every day the students do sports. There are 1,100 students at the school.

5 **Aim** To personalise the topic

- Ask Ss to answer the questions in writing in their notebooks.
- Ss read their sentences to the class.

Suggested Answer Key

- 1 Yes, there are.
- 2 My favourite sport is badminton.

6 **Aim** To listen for specific information

- Read the *Study Skills* box aloud and explain the task. Explain/Elicit the meaning of any unknown words e.g. *surname = family name*.
- Elicit what information is missing.
- Play the recording. Ss listen and complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|-------------------|
| 1 name – Brown | 4 noun – Art |
| 2 name – the UK | 5 noun – swimming |
| 3 number – 13 | |

AUDIOSCRIPT

Bob: Hello. I'm a new student. My name's Bob. What's your name?

Susan: Hi Bob. My name's Susan Brown.

Bob: Oh, your surname is like the colour!

Susan: Yes, B-R-O-W-N.

Bob: OK. So, where are you from Susan? I'm from the USA.

Susan: I'm from the UK.

Bob: How old are you, Susan?

Susan: I'm thirteen years old.

Bob: I'm thirteen too. What's your favourite subject?

Susan: Art. What about you?

Bob: Art, too. Painting is great. And what's your favourite sport?

Susan: My favourite sport's swimming.

Bob: Mine's hockey. It's just great. Come and see us one day.

Susan: Sure.

7 **Aim** To practise asking for personal information

- Ss complete the task in closed pairs. Monitor the activity around the class.
- Ss then swap roles so that each S asks and answers the questions.
- Ask some pairs to ask and answer in front of the class.

Suggested Answer Key

... Marina.

I spell it M-A-R-I-N-A.

My surname's Dabrowski.

I'm from Warsaw.

I'm 12 years old.

My favourite subject is Music.

My favourite sport is tennis.

Module 1

8 **Aim** To write a short text

- Allow Ss some time to write about their partner in their notebooks using his/her answers in Ex. 7. Ask some Ss to read their writing aloud in class.
- Alternatively, assign as HW.

Answer Key

Marina Dabrowski is from Warsaw. She is 12 years old. Her favourite subject is Music. Her favourite sport is tennis.

1d

1 **Aim** To present the language of greetings and introductions

- Play the recording with pauses for Ss to listen and repeat.
- Ask Ss to give the L1 equivalents for the phrases.

(Ss' own answers)

2 **Aim** To read for specific information

- Allow Ss time to read the dialogue.
- Read the questions, one at a time, and elicit the answers from the class.
- Alternatively, Ss complete the task in their notebooks.

Answer Key

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

3 **Aim** To identify greetings, introductions and personal questions

- Play the recording. Ss listen and follow the dialogue in their books.
- Write the headings: *Greetings*, *Introductions* and *Personal Questions* on the board and elicit sentences/phrases from Ss around the class. Write each one under the correct heading.
- Ss then act out the dialogue in groups of three.

Answer Key

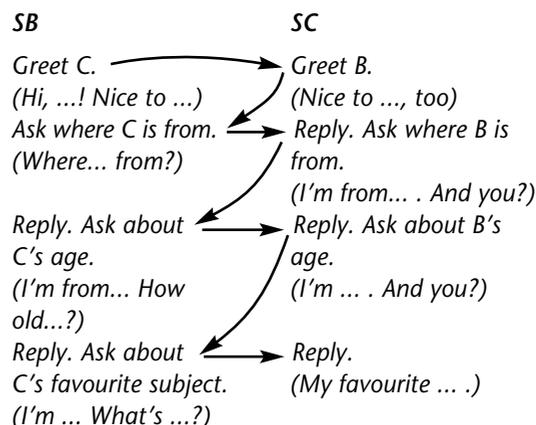
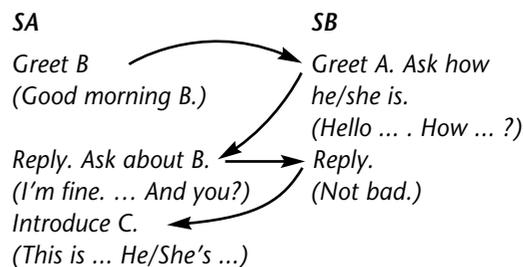
Greetings: Good morning, Anna. Hi, Susan. Hi Ben!

Part of an introduction: This is Ben. Nice to meet you. Nice to meet you, too.

Asking personal questions: How are you? And you? Where are you from, Ben? How about you? How old are you? And you? What's your favourite subject?

4 **Aim** To practise the situational language taught in this module

- Explain the task. Ss work in closed groups of three and act out their dialogues. 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.



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

Suggested Answer Key

A: Good morning, Marko!

B: Hi, Steve. How are you?

A: I'm fine, thanks. And you?

B: Not bad.

A: This is Maria. She's new to our school.

B: Hi Maria! Nice to meet you.

C: Nice to meet you, too.

B: Where are you from, Maria?

C: I'm from Milan. I'm Italian. How about you?

B: I'm from London. How old are you?

C: I'm thirteen. And you?

B: I'm twelve. What's your favourite subject?

C: English.

B: Me too.

Across Cultures

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

- Elicit guesses to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books.
- Elicit answers to the questions in the rubric.

Answer Key

American children start school at age five.

There are 13 grades altogether, including kindergarten.

2 **Aim** To read for specific information

- Refer Ss to the Word List to look up the words in the **Check these words** box.
- Allow Ss time to read the text again and complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|----------|----------|----------|
| 1 the UK | 3 15 | 5 Middle |
| 2 Russia | 4 the UK | 6 6 |

3 **Aim** To present and practise /eɪ/, /æ/

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit other words with the same sounds from various Ss around the class.

Suggested Answer Key

/eɪ/: surname, education, States

/æ/: athletics, basketball, at

CLIL TIME: Geography

1 **Aim** To present countries of the world

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents.

(Ss' own answers)

2 **Aim** To present capital cities

- Explain the task and read out the example.
- Allow Ss some time to complete the task in their notebooks.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | |
|-------------|---------------|-----------------|
| Athens 11 | Moscow 12 | Ottawa 1 |
| Beijing 16 | Lisbon 6 | Paris 9 |
| Berlin 10 | London 5 | Tokyo 17 |
| Brasilia 4 | Madrid 7 | Rome 8 |
| Cairo 14 | Mexico City 3 | Washington D.C. |
| Canberra 18 | New Delhi 15 | 2 |

Athens is the capital city of Greece.
 Beijing is the capital city of China.
 Berlin is the capital city of Germany.
 Brasilia is the capital city of Brazil.
 Cairo is the capital city of Egypt.
 Canberra is the capital city of Australia.
 Moscow is the capital city of Russia.
 Lisbon is the capital city of Portugal.
 London is the capital city of the UK.
 Madrid is the capital city of Spain.

Mexico City is the capital city of Mexico.
 New Delhi is the capital city of India.
 Ottawa is the capital city of Canada.
 Paris is the capital city of France.
 Tokyo is the capital city of Japan.
 Rome is the capital city of Italy.
 Washington D.C. is the capital city of the USA.

3 **Aim** To collect information using the Internet and give a presentation on European capitals

- Explain the task. Direct Ss to the website given or alternatively to an atlas.
- Allow time for Ss to collect the information and prepare their presentations. Alternatively, assign the task as HW.
- Ss present the capital cities of Europe to the class.

Suggested Answer Key

Dublin is the capital city of Ireland.
 Reykjavik is the capital city of Iceland.
 Oslo is the capital city of Norway.
 Stockholm is the capital city of Sweden.
 Helsinki is the capital city of Finland.
 Copenhagen is the capital city of Denmark.
 London is the capital city of the UK.
 Paris is the capital city of France.
 Lisbon is the capital city of Portugal.
 Moscow is the capital city of Russia.
 Rome is the capital city of Italy.
 Madrid is the capital city of Spain.
 Athens is the capital city of Greece.
 Berlin is the capital city of Germany.
 Andorra is the capital city of Andorra.
 Brussels is the capital city of Belgium.
 Tallinn is the capital city of Estonia.
 Riga is the capital city of Latvia.
 Amsterdam is the capital city of the Netherlands.
 Warsaw is the capital city of Poland.
 Minsk is the capital city of Belarus.
 Vilnius is the capital city of Lithuania.
 Prague is the capital city of the Czech Republic.
 Kiev is the capital city of Ukraine.
 Luxembourg is the capital city of Luxembourg.
 Bratislava is the capital city of Slovakia.
 Chisinau is the capital city of Moldova.
 Vaduz is the capital city of Liechtenstein.
 Budapest is the capital city of Hungary.
 Bucharest is the capital city of Romania.
 Sofia is the capital city of Bulgaria.
 Tirane is the capital city of Albania.
 Ljubljana is the capital city of Slovenia.
 Bern is the capital city of Switzerland.
 Monaco is the capital city of Monaco.
 Zagreb is the capital city of Croatia.
 Vienna is the capital city of Austria.
 Nicosia is the capital city of Cyprus.
 Skopje is the capital city of FYROM.
 Belgrade is the capital city of Serbia.

Module 1

San Marino is the capital city of San Marino.
Sarajevo is the capital city of Bosnia Herzegovina.
Valletta is the capital city of Malta.
Vatican City is the capital city of the Vatican.
Podgorica is the capital city of Montenegro.
Tbilisi is the capital city of Georgia.
Yerevan is the capital city of Armenia.

- Alternatively Ss can prepare a quiz to test their classmates.
e.g. The capital city of Italy is ...
A Rome B Milan

Fun Time 1

1 **Aim** To practise the language taught in this module

- Allow Ss 5 minutes to read the prompts and write the answers in their notebooks.
- Ask different Ss to read their answers to the class.

Suggested Answer Key

English names for girls: Brenda, Susan, Anna

English names for boys: Ben, Paul, Mike

Ways of greeting someone: Good morning, Hi, Hello

School subjects: Geography, Music, Art, History, IT

Countries: Greece, the UK, Spain, Japan, Italy

Sports: swimming, hockey, tennis, gymnastics, football

School items: ruler, pen, pencil, sharpener, notebook

Cities: Berlin, Moscow, Cairo, Rome, Lisbon

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

- Explain the task. Allow Ss some time to read the sentences and complete the task in their notebooks.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|----------|-----------------|
| 1 middle | 4 white and red |
| 2 France | 5 sport |
| 3 Egypt | 6 subject |

3 **Aim** To write a quiz

- Explain the task and allow Ss time to look through Module 1 and think of quiz questions.
- Tell Ss they can use the quiz in Ex. 2 as a model. Give an example. (e.g. The UK flag is red, white and)
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- 1 The UK flag is red, white and (blue)
- 2 In English we say ... to greet each other in the morning. (Good morning)
- 3 There is a school of sport in (Glasgow)
- 4 In the USA, children go to elementary school from age (5-12)

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

- Explain the task and play the recording.
- Ss listen and follow the song in their books. Ask Ss to identify which items in the pictures are mentioned.
- Check Ss' answers.
- Play the recording again for Ss to sing along.

Answer Key

ruler, notebook, schoolbag

Extra Activity

Ask Ss to spell the names of the items pictured in Ex. 4
e.g. eraser E-R-A-S-E-R

Monstertrackers! (Episode 1)

1 **Aim** To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 **Aim** To read for specific information

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

Answer Key

- 1 Cameroon, Africa.
- 2 A dinosaur.
- 3 In a cave.
- 4 No, it isn't.
- 5 In the river.

3 **Aim** To check the meaning of some words

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

Answer Key

- | | | |
|-----------|-------------|--------|
| 1 monster | 4 crocodile | 7 see |
| 2 river | 5 wait | 8 cave |
| 3 boat | 6 dinosaur | |

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

- | | |
|------------|---------|
| 1 monster | 3 cave |
| 2 dinosaur | 4 river |

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fact, Fact

Self-Check 1

- | | | | |
|---|-----------------|--------------------|-----------|
| 1 | 1 French | 3 Italian | 5 Turkish |
| | 2 Chinese | 4 Greek | |
| 2 | 1 gymnastics | 3 athletics | 5 hockey |
| | 2 badminton | 4 swimming | |
| 3 | 1 Is, she is | 4 Are, they aren't | |
| | 2 Is, he isn't | 5 Are, they are | |
| | 3 Are, they are | | |
| 4 | 1 He, him | 3 Her, She | 5 I, they |
| | 2 them, They | 4 him, He | |
| 5 | 1 What | 2 Who | 3 How old |
| | | | 4 Where |
| 6 | 1 a | 2 a | 3 b |
| | | | 4 a |

GAME

Play in teams. Say a word from the module. The other team writes the word on the board and spells it. Each correct answer gets a point. The team with the most points is the winner.

T: Say words related to school objects.

Team A S1: notebook

Team B S1: N-O-T-E-B-double O-K etc.

Module 2

Cool stuff!

Topic	
In this module Ss will explore the topics of personal belongings, parts of the body and appearance.	
Module page	55
Lesson objectives: Overview of the module Vocabulary: Personal things (<i>skateboard, sunglasses, notebook, helmet, watch, comic book, cap, gloves, trainers, digital camera, scarf, video game, handbag, guitar, bicycle, basketball</i>)	
2a	56-57
Lesson objectives: To read for specific information, to learn adjectives related to appearance, to listen for specific information, to describe appearance, to write about your favourite cartoon character Vocabulary: Appearance (<i>young, old, long, short, tall, thin, plump, fat, big, small</i>); Verbs (<i>watch, find out, fly, protect</i>); Nouns (<i>engineer, secretary, metal suit, business, world, enemy</i>); Adjectives (<i>loyal, strong, brilliant</i>); Parts of the body (<i>head, arm, eye, nose, hair, ear, hand, face, moustache, teeth, mouth, beard, lips, knee, leg, foot, ankle</i>)	
2b	58-59
Lesson objectives: To learn and practise the verb 'have got', possessive adjectives, plurals	
2c	60-61
Lesson objectives: To read and talk about hobbies and collections, to listen and read for gist, to read for detailed understanding and specific information, to listen for specific information, to pronounce /s/, /z/, /ɪz/ (plurals), to learn punctuation, to write an email Vocabulary: Collections (<i>skateboard, comic book, cap, doll</i>); Nouns (<i>collection, figures, hobby</i>); Adjectives (<i>proud, favourite</i>)	
2d	62-63
Lesson objectives: To practise buying things Vocabulary: Souvenirs (<i>T-shirt, sweatshirt, cap, mug, key chain, bag, pen, clock</i>); Buying things (<i>What can I do for you?/ How can I help you? How much does it cost?/How much is it? What about his cap?/How about this cap? Of course./Sure.</i>)	
Across Cultures	63
Lesson objectives: To read and talk about souvenirs around the world, to read for specific information, to draw a map of your country and the souvenirs you can buy Vocabulary: Nouns (<i>stars, stripes, tartan cloth, doll, symbol</i>); Adjectives (<i>popular, beautiful, common</i>)	
CLIL TIME: Science	64
Lesson objectives: To learn about animals and animal body parts Vocabulary: Animals (<i>seagull, zebra, wolf, dolphin, rhino, elephant, crocodile</i>); Animal body parts (<i>beak, spots, stripes, wings, fins, fur, scales, hooves, tail, horns, paws, tusks</i>)	
Fun Time 2	65
Lesson objectives: To test skills acquired and knowledge attained throughout the module; to read and listen for specific information; to do a quiz, to write a quiz	
Monstertrackers! (Episode 2)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about Orang Mawas Vocabulary: Nouns (<i>fur, jungle, footprint, monkey</i>); Adjective (<i>huge</i>)	
Self-Check 2	66

►► **What's in this module?**

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

Find the page numbers for

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

Answer Key

cartoon characters (p. 57)

Do you know these characters? Who is your favourite cartoon character?

a film review (p. 56)

What sort of films do you like? What do you know about this film?

wild animals (p. 64)

Do any of these animals live in your country? Have you ever seen any of these animals? What other wild animals can you think of?

action figures (p. 60)

Have you got any action figures? Have any of your friends? Do you like playing with action figures? Why (not)? Do you collect anything (e.g. cards, toys etc)?

3 **Aim** To personalise the topic

- Ss complete the task in their notebooks.
- Ask some Ss to read out their sentences.

Suggested Answer Key

I've got a watch.

I haven't got a guitar.

Vocabulary

1 **Aim** To present vocabulary for personal things

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss.

(Ss' own answers)

2 **Aim** To practice vocabulary for personal things

- Explain the task and play the recording. Ss listen and write what Peter has/hasn't got in their notebooks.
- Check Ss' answers.

Answer Key

a new bike, a new helmet

a digital camera or gloves

AUDIOSCRIPT

Peter: *Hi, Greg. Good news ... I've got a new bike and a new helmet. Let's go cycling tomorrow. Oh – have you got a digital camera? I haven't got one. Bring it, and we can take some pictures. Oh, yes! I need a pair of gloves, too. Have you got an extra one?*

2a

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

- Direct Ss' attention to the picture and ask if they recognise the man/character, then read out the names in the list.
- Play the recording. Ss listen and follow the text in their books. Elicit answers to the questions in the rubric.
- Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

The man in the picture is Iron Man/Tony Stark.
Stark Industries is his father's company.
Pepper Potts is Tony Stark's secretary.
Iron Monger is Iron Man's/Tony Stark's enemy.

2 **Aim** To read for specific information

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

Answer Key

- 1 Tony is an engineer.
- 2 His job is at Stark Industries in the USA.
- 3 Pepper Potts is Tony's loyal secretary.
- 4 Tony has got a special metal suit.
- 5 Iron Man can fly.
- 6 His enemy is Iron Monger.

3 **Aim** To recall information from a text

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

Suggested Answer Key

Iron Man can fly. His enemy is Iron Monger.

4 **Aim** To present adjectives related to appearance

- Draw Ss' attention to the words and play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss.
- Refer Ss to the Word List to find the meanings of the adjectives if necessary.

(Ss' own answers)

5 **Aim** To present vocabulary for the parts of the body; to learn adjectives related to appearance

- Draw Ss' attention to the picture of Merlin and the indicated body parts.

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss.

(Ss' own answers)

6 **Aim** To describe appearance

- Draw Ss' attention to the cartoon characters and elicit short descriptions of each one to aid understanding of the task.
- Read the rubric and allow Ss time to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|------------------|-------------------|
| a Shrek | d Merlin |
| b Princess Fiona | e Prince Charming |
| c Rapunzel | |

7 **Aim** To listen for specific information

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

Answer Key

Merlin and Princess Fiona

AUDIOSCRIPT

Girl: John, who are your favourite Shrek characters?

John: I forget his name. He's old. He is small and thin, with a moustache and a long beard down to his knees! He does magic.

Girl: OK. I know him. He's very funny.

John: And I like that woman ...

Girl: The tall one?

John: No, not that one. The short, plump one with long hair.

Girl: Yes, she's great.

8 **Aim** To practise describing appearance

- Ask various Ss around the class to choose one of the characters on this page from Shrek III and describe him/her.
- Point out that description usually starts with general features such as size, height or age and then involves more specific details such as hair and eye colour.
- Check Ss' answers.

Suggested Answer Key

Merlin is old and thin with short white hair and a long white beard.

Rapunzel is tall, thin and young with very long fair hair.

Prince Charming is tall, thin and young with short fair hair.

Princess Fiona is short and plump with long red hair.

Shrek is big and fat with green skin.

Background information

The characters are from *Shrek* computer-animated films. **Shrek** is a big ogre who lives alone in the woods. He meets and marries **Princess Fiona**. His best friend is **Donkey**. Princess Fiona doesn't like Shrek at first but later she realises he's very sweet and cares for her. Fiona turns into an ogre every night at sunset.

Merlin is a magician who uses his magic to send Shrek back to Far Far Away.

Rapunzel is the lady Prince Charming plans to make his queen once he claims the throne. Fiona's parents want their daughter to get married to Prince Charming.

9 Aim To write about your favourite cartoon character

- Explain the task and tell Ss to use the vocabulary from this unit.
- Allow Ss time to write about their favourite cartoon characters in their notebooks.
- Alternatively, assign as HW.
- Remind Ss to illustrate their writing with a picture.

Suggested Answer Key



Fred Flintstone is from Bedrock. He is short and fat with black hair and a big nose.

Extra Activity

Choose a S. Ask him/her to point to various parts of the body (the ones mentioned in Ex. 5). Ss, in two teams, say the English word that describes the specific part of the body. Each correct answer gets one point. The team with the most points is the winner.

2b

1 Aim To present the verb 'have got'

- Ss close their books. Present the verb **have got**. Point to your eyes and say: *I have got (blue) eyes*. Then write it on the board.
- Repeat the same to present the rest of the affirmative forms.
- Drill Ss. Give prompts. Ss make sentences using *have/ has got*.

T: Mary/long hair	T: I/short hair
S1: Mary has got long hair.	S2: I have got short hair. etc

- Point to your nose and say: *I have got a small nose. I haven't got a big nose*. Write the negative form on the board and underline *haven't got*. Give examples in all persons.
- Point to a S and ask *Has (Tim) got small ears? (Yes, he has.)* Ask: *Has (Tim) got big ears? (No, he hasn't.)* Write these on the board and underline *has got (interrogative), Yes, he has./No, he hasn't*.
- Explain that the last two sentences are short answers. Elicit from Ss how short answers are formed (*Yes + personal pronoun/noun + have/has – No + personal pronoun/noun + haven't/hasn't*).
- Ss open their books. Read out the table. Allow the Ss time to write the missing verb forms in their notebooks. Then elicit the missing verb forms from various Ss around the class.

Answer Key

<i>It hasn't got</i>	<i>No, you haven't.</i>
<i>They haven't got</i>	<i>Yes, it has.</i>
<i>Has it got</i>	<i>No, we haven't.</i>
<i>Have they got</i>	

2 Aim To practise the verb 'have got'

- Explain the task and point out that the pictures show characters from *Star Wars*.
- Allow Ss time to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

1 <i>haven't got</i>	3 <i>has got, has got</i>
2 <i>hasn't got, has got</i>	4 <i>has got, hasn't got</i>

Background information

Star Wars is a series of science-fiction films by George Lucas. Originally, it was a very popular trilogy released in May 1977 by 20th Century Fox. 16 years later, George Lucas made a new trilogy of films as a prequel with the final film released in 2005. In 2015 *Star Wars: The Force Awakens* was released. The films are set in a fictional galaxy. **Luke Skywalker** is a young Jedi who helps defeat the Galactic Empire. **Yoda** is a very old and wise Jedi master. **Jar Jar Binks** is a clumsy Gungan who tries hard to prove his worth. **Princess Leia** is the twin sister of Luke Skywalker and daughter of Darth Vader. **Queen Amidala** is a key politician in the Galactic Republic and Luke and Leia's mother.

GAME

Play in two teams. Two Ss, one from each team, form an open pair. One S describes and the other asks to find out who the character is. Pairs take turns so that all Ss participate. The team with the most correct answers wins. To make the game more difficult, allow Ss some time to look at the characters and then play with their books closed.

3 **Aim** To practise the interrogative form of the verb 'have got' and short answers

- Explain the task. Ss do the task in closed pairs.
- Monitor the activity around the class, then ask some pairs of Ss to ask and answer the questions aloud.

Answer Key

- 2 **Has Bob got a skateboard? Yes, he has.**
- 3 **Has Jane got a cap? Yes, she has.**
- 4 **Have Jane & Bob got sunglasses? Yes, they have.**
- 5 **Have Jane & Bob got gloves? No, they haven't.**

4 **Aim** To present possessive adjectives and consolidate through translation

- Ss close their books. Point to yourself. Say: *I am a teacher.* Write it on the board and underline the word *I*. Hold up a pen. Say: *This is my pen.* Write it on the board and underline the word *my*. Explain that *my* is a possessive adjective to show that you own the pen (i.e. a word which goes before a noun and shows possession).
- Point to a male S. Say: *You are Bill.* Write it on the board and underline the word *you*. Point to Bill's pencil. Say: *This is your pencil.* Write it on the board and underline the word *your*. Present the rest of the possessive adjectives in the same way.

- Ss open their books and read out the table. Elicit the L1 equivalents for the possessive adjectives in order to check Ss' understanding.
- Drill Ss. Write this sentence on the board: *This is my notebook.* Point to various Ss. Ss replace the word *my* with the appropriate possessive adjective.

T: (point to a male S)	T: (point to a female S)
S1: This is his notebook.	S2: This is her notebook. etc

5 **Aim** To practise possessive adjectives

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

Answer Key

2 her 3 his 4 her

6 **Aim** To practise possessive adjectives/personal pronouns

- Explain the task, then allow Ss time to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

1 Her 3 her 5 Its 7 My
2 your 4 His 6 Our 8 Their

7 **Aim** To present plurals

- Explain that when we talk about more than one thing we usually add -s to the noun.
e.g. desk – desks
- Read the examples in the table aloud and focus Ss' attention on the different plural endings.
- Then read out the irregular plurals.
- Ss close their books. Drill Ss. Read out nouns in the singular. Ss say the relevant plural form.

T: one box	T: one man
S1: two boxes	S3: two men etc
T: one leaf	
S2: two leaves	

- Ss open their books and say whether the rules are similar in their L1.

8 **Aim** To practise forming plurals

- Allow Ss time to complete the task in their notebooks.
- Check Ss' answers on the board. Ask Ss to name the irregular plurals (I).

Answer Key

- 2 scarf – scarves
- 3 day – days
- 4 cap – caps
- 5 boy – boys
- 6 student – students
- 7 eye – eyes
- 8 school – schools
- 9 ear – ears
- 10 match – matches
- 11 knife – knives
- 12 fox – foxes
- 13 man – men (l)
- 14 baby – babies
- 15 glass – glasses
- 16 foot – feet (l)
- 17 child – children (l)
- 18 tooth – teeth (l)

9 Aim To practise plurals

- Allow Ss time to complete the task in their notebooks.
- Write the answers on the board.
- Ask Ss to check their work.
- Ask Ss to name the irregular plurals (l).

Answer Key

- 2 two scarves (l)
- 3 two cameras
- 4 three rubbers
- 5 two bags
- 6 three books
- 7 two (basket)balls

2c

1 Aim To identify the text type and read for specific information

- Draw Ss' attention to the text. Elicit whether it is an email or a letter.
- Play the recording. Ss listen and follow the text in their books.
- Refer Ss to the Word List to look up the words in the **Check these words** box.
- Ask the questions in the rubric and elicit answers from the class.

Answer Key

*It is an email.
Tony collects action figures.*

2 Aim To read for specific information

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

Answer Key

- 1 eleven
- 2 Italy
- 3 action figures
- 4 Spider-Man

3 Aim To talk about collections and express personal preference

- Draw Ss' attention to the pictures and make sure they understand what each one shows.

- Allow Ss time to talk about the collections in closed pairs. Monitor the activity around the class.
- Ask individual Ss to report back to the class on their preferences, as well as give reasons.

4 Aim To listen for specific information

- Focus Ss' attention on the prompts and explain the task.
- Play the recording. Ss listen and match the names to the letters in their notebooks.
- Check Ss' answers.

Answer Key

- 1 C
- 2 D
- 3 A
- 4 B

AUDIOSCRIPT

Teacher: OK, everyone. Let's talk about hobbies. James, have you got a hobby?

James: Yes, Miss. I like collecting.

Teacher: Collecting? That's great!

James: Yes, I've got a collection of caps!

Tina: I've got a collection too, Miss.

Teacher: Yes, Tina?

Tina: I like dolls so I've got a big collection of dolls!

Teacher: How about you, Mark? I know you like comic books. Have you got a collection of comic books?

Mark: No, Miss. Alice has got a collection of comic books. I've got a collection of skateboards. I've got one here today, look!

5 Aim To pronounce /s/, /z/, /vz/ (plurals)

- Explain the task and point out that -s (third person singular verb ending) can be pronounced in three different ways.
- Play the recording. Ss listen and write the correct symbol in their notebooks.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually.

Answer Key

	/s/	/z/	/vz/		/s/	/z/	/vz/
books	✓			caps	✓		
shoes		✓		glasses			✓
bikes	✓			watches			✓

6 Aim To practise introducing yourself and talking about your collection

- Explain the task to the Ss and read the example.
- Ask different Ss to perform the task, facing the rest of the class.

7 Aim To present and practise correct punctuation

- Go through the **Study Skills** box and write the examples on the board underlining each punctuation point. Ask Ss to find examples in the text in Ex.1.

- Initiate a discussion about why each type is used in the text.

T: *Why is there a full stop after 'Tony' in the first sentence?*

S1: *It is the end of the sentence.*

T: *Why is there an exclamation mark after 'collection' in the third sentence from the end?*

S2: *He is expressing how proud he is.*

T: *Why is there a comma after 'various films'?*

S3: *It is a list and the commas separate the items in the list.*

- Allow Ss time to copy the sentences in their notebooks and punctuate them.
- Check Ss' answers on the board.

Answer Key

1 *Where is John from?*

2 *She's Spanish.*

3 *He hasn't got long hair.*

4 *He's got a camera, a helmet and a skateboard.*

5 *I'm mad about stuffed animals!*

8 To write an email about your collection

- Explain the task. Make sure Ss understand that they can use the text in Ex.1 as a model.
- Draw Ss' attention to the way the text is punctuated, how similar ideas are connected (*and*) and how we express reason (*because*).
- Allow Ss time to complete the task in their notebooks and then ask some Ss to read out their piece of writing to the class.
- Alternatively, assign as HW and check in the next lesson.

Suggested Answer Key

Hi! My name's Sharon. I'm ten years old and I'm South African. I've got a great stamp collection! I've got two hundred stamps. They are from Britain, Portugal, China, Germany and Chile. I like stamps because they show interesting pictures. I'm proud of my collection! It makes me happy. What about you? What's your favourite hobby?

Extra Activity for weaker classes

Write the following on the board. Ss copy it into their notebooks and complete the sentences.

Hello! My name's I'm from I've got a I'm proud of

2d

1 a) To present the situational language of buying things

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

b) To recognise situational language

- Read the rubric aloud and elicit who says what.
- Play the recording. Ss listen and follow the dialogue in their books and check.

Answer Key

Shop assistant: How can I help you? How about this cap? It's \$15.00.

Customer: I want to buy a souvenir. How much is it? Here you are.

2 a) To read for specific information

- Allow Ss time to read the dialogue again and find the answer.
- Elicit the answer from Ss.

Answer Key

Two caps

b) To practise reading skills

- In closed pairs Ss read out the dialogue.
- Monitor the activity around the class, checking Ss' intonation.
- Choose some pairs to read out the dialogue in front of the class.

3 To consolidate situational language through translation

Elicit the L1 equivalents from various Ss around the class.

(Ss' own answers)

4 To learn synonymous phrases

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

Answer Key

1 *What can I do for you? – How can I help you?*

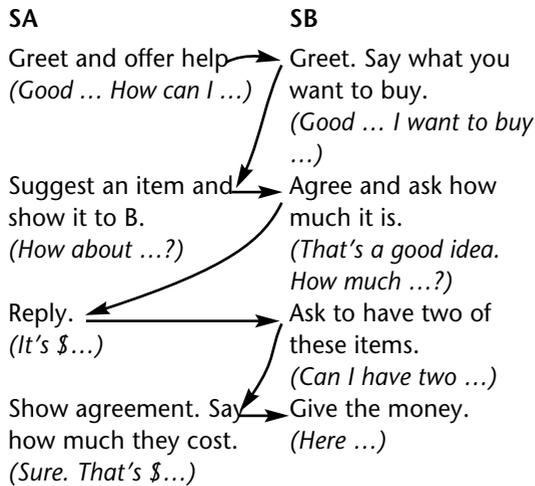
2 *How much does it cost? – How much is it?*

3 *What about this cap? – How about this cap?*

4 *Of course. – Sure.*

5 Aim To act out a dialogue

- Explain the situation and ask Ss to look at the souvenirs in the pictures.
- Divide the class into pairs and assign a different souvenir to each pair. In closed pairs, Ss act out their dialogues.
- 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.



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

Suggested Answer Key

Shop assistant: Good afternoon. How can I help you?
Marta: Good afternoon. I want to buy a souvenir.
Shop assistant: How about this key chain?
Marta: That's a good idea. How much is it?
Shop assistant: It's \$4.00.
Marta: Can I have two, please?
Shop assistant: Sure. That's \$8.00.
Marta: Here you are.

Across Cultures

1 Aim To listen and read for specific information

- Direct Ss' attention to the pictures and read out the countries in the list.
- Play the recording. Ss listen and follow the text in their books.
- Elicit answers to the question in the rubric from the Ss.

Answer Key

mug – USA
 Matryoshka – Russia
 stuffed toy – Scotland
 hat – Mexico

2 Aim To read for specific information

- Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to read the text again and answer the questions in their notebooks.
- Check Ss' answers.

Answer Key

- 1 The US flag has got stars and stripes on it.
- 2 Tartan cloth is popular in Scotland.
- 3 You can see sombreros in Mexico.
- 4 You can see a Matryoshka doll in most homes in Russia.

GAME

Ss are divided into two teams. A S from one team asks a S from the other team to guess which souvenir he/she is thinking of. The team with the most correct answers is the winner. As an extension, Ss can think of other souvenirs related to other countries apart from the ones in the book.

3 Aim To make a presentation about souvenirs in your country

- Explain the task. Brainstorm with the class for ideas and write them on the board.
- Assign the task as HW. Tell Ss to use the short texts in Ex. 1 as a model.

Suggested Answer Key



This is a doll. It is made of porcelain. It is dressed in a traditional Polish costume.



This is a plate. It is ceramic and painted by hand. It shows a cathedral.

CLIL TIME: Science

1 **Aim** To present animal body parts

- Read the *Study Skills* box aloud and draw Ss' attention to the pictures.
- Play the recording. Ss listen and repeat.
- Elicit the L1 equivalents.

(Ss' own answers)

2 a) **Aim** To present some wild animals

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

(Ss' own answers)

b) **Aim** To recognise animal sounds

Play the recording. Ss listen and guess which animals make these sounds and identify which of the animals in the pictures they hear.

Answer Key

1 elephant 2 wolf 3 seagull 4 rhino

3 **Aim** To describe animals

- Explain the task and read out the example.
- Ss describe the animals in closed pairs.
- Monitor the activity around the class and then choose various Ss to describe each animal to the rest of the class.

Suggested Answer Key

An elephant has got a big body, two big ears, two eyes and two big tusks. It has got four legs and a tail.

A seagull has got a small body, two wings, two eyes and a beak. It has got two legs and a tail.

A zebra has got stripes on its body. It has got two eyes, two ears, four legs with hooves and a tail.

A crocodile has got a big body with scales and a long tail. It has got four short legs and a long nose.

A wolf has got a big body with fur, two ears and two eyes. It has got four legs and four paws and a long tail.

A dolphin has got a long body with fins and a tail. It has got small eyes and a long nose.

4 **Aim** To write a description of an animal, using the Internet

- Explain the task and tell Ss to use the Internet to search for information.
- Assign the task as HW and remind Ss to add a picture to their description.

Suggested Answer Key

My favourite animal is the horse. It has got a big body, two eyes, two ears, four legs with hooves and a long tail. It has also got a long mane.



Fun Time 2

1 **Aim** To practise the language taught in this module

- Allow Ss 5 minutes to read the sentences and write the answers in their notebooks.
- Ask different Ss to read their answers to the class.

Answer Key

1 cap	5 handbag
2 watch	6 comic book
3 sunglasses	7 computer games
4 trainers	8 bicycle

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

- Explain the task. Allow Ss some time to read the questions and think of the correct information to answer the questions.
- Alternatively, you may allow Ss to review the module and find the relevant information to answer the questions in their notebooks.
- Check Ss' answers.

Answer Key

- No, they haven't.
- The American flag.
- Tartan cloth is popular in Scotland.
- A zebra has got hooves.
- Crocodiles have got scales.
- Iron Man's enemy.
- Russia.
- In Mexico.

3 **Aim** To write a quiz

- Explain the task and allow Ss time to look through Module 2 and think of quiz questions.
- Tell Ss they can use the quiz in Ex. 2 as a model. Give an example. (e.g. *What has Tony Stark got? A special metal suit.*)
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- 1 Who is big and fat with green skin? (Shrek)
- 2 Have wolves got a beak? (No, they haven't.)
- 3 Who has got a long white beard? (Merlin)
- 4 What animal has got tusks? (elephant)
- 5 What has a zebra got? etc (stripes)

4 Aim To predict content; to read and listen for specific information

- Go through the list of phrases. Explain/Elicit their meaning. Play the song.
- Ss listen for the phrases.
- Ss answer the question.

Answer Key

The song is about things one can do while on holiday.

Monstertrackers! (Episode 2)

1 Aim To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 Aim To read for specific information

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

Answer Key

1 F 2 F 3 T 4 F

3 Aim To check the meaning of some words

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

Answer Key

1 d 2 c 3 e 4 a 5 b

4 Aim To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

1 huge 2 jungle 3 fur 4 footprints

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fact, Fact, Fiction

Self-Check 2

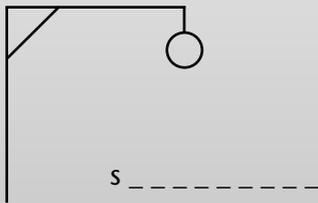
- | | | |
|---|--------------|-----------|
| 1 | 1 basketball | 6 scarf |
| | 2 handbag | 7 helmet |
| | 3 gloves | 8 bicycle |
| | 4 trainers | 9 cap |
| | 5 watch | 10 guitar |
-
- | | | | |
|---|---------|---------|-------|
| 2 | 1 old | 3 short | 5 fat |
| | 2 short | 4 small | |
-
- | | | | |
|---|--------------|----------------|--------------|
| 3 | 1 hair, nose | 2 short, plump | 3 ears, eyes |
|---|--------------|----------------|--------------|
-
- | | | |
|---|---------------|-----------------|
| 4 | 1 Have, have | 3 Has, has |
| | 2 Has, hasn't | 4 Have, haven't |
-
- | | | | |
|---|---------|--------|-------|
| 5 | 1 Their | 4 Her | 7 We |
| | 2 He | 5 your | 8 her |
| | 3 I | 6 my | |
-
- | | | | |
|---|------------|-----------|----------|
| 6 | 1 children | 4 leaves | 7 ladies |
| | 2 men | 5 watches | 8 teeth |
| | 3 boxes | 6 boxes | |
-
- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 7 | 1 e | 2 c | 3 a | 4 b | 5 d |
|---|-----|-----|-----|-----|-----|

GAME

Hangman

Ss play in teams using words from Module 2. Use words from the modular page (p. 55), Ex. 5 p. 57 or Ex. 1 p. 64 (with stronger classes) in the S's book. Choose a word and draw as many blanks as needed representing the letters of the word.

Players from each team take turns guessing letters. If the chosen letter is in the word, then the leader of the other team fills it in. If it does not contain that letter, the leader adds a line to hang the man. If the gallows are completed and the man is hanged before the team guesses the whole word, then they lose the game. If they guess the word before then, they win a point. The team with the most points is the winner.



What can you do?

Topic	
In this module Ss will explore the topics of sports and activities.	
Module page	67
Lesson objectives: Overview of the module Vocabulary: Sports (<i>skiing, table tennis, cycling, snowboarding, ice hockey, cricket, rugby, baseball</i>)	
3a	68-69
Lesson objectives: To read for specific information, to talk about ability, to listen for specific information, to write about your abilities Vocabulary: Abilities (<i>ride a bike, drive a car, fly a plane, dive, dance, jump, spin a ball, climb, swim, balance on a ball, run fast, ski, play the guitar, rollerblade</i>); Verbs (<i>balance, spin</i>); Nouns (<i>medals, world record, ability, spoons, frame, legs</i>); Adjectives (<i>amazing, special</i>)	
3b	70-71
Lesson objectives: To learn and practise the verb 'can', to say how well you can do things, to learn 'this-these/that-those' and articles (a, an, the)	
3c	72-73
Lesson objectives: To read and talk about leisure parks, to listen and read for specific information, to pronounce /æ/, /ɑː/, to write an advertisement Vocabulary: Verb (<i>depends</i>); Nouns (<i>safari park, visitors, giraffes, lions, elephants, zebras, rhinos, experience, adventure, firefighter, amusements, fun, rides</i>); Adjective (<i>brave</i>)	
3d	74
Lesson objectives: To practise asking for information Vocabulary: Asking for information (<i>How can I help you? How much is a day ticket? Thank you for your help. What can I do there? I'd like some information, please. What time are you open?</i>)	

Across Cultures	75
Lesson objectives: To read and talk about national sports around the world, to read and listen for specific information, to write about the national sports of your country and other countries Vocabulary: Verbs (<i>wear, last</i>); Nouns (<i>country, sticks, railway stations, teams, clothes, side</i>); Adjective (<i>national</i>)	
CLIL TIME: Geography	76
Lesson objectives: To learn about interesting places around the world Vocabulary: Nouns (<i>cliffs, whales, events, laser show, sunsets, carvings, figures, salt mine, galleries, concerts, dolphins, divers</i>); Adjectives (<i>fabulous, fantastic, local, deep</i>); Adverb (<i>underground</i>)	
Fun Time 3	77
Lesson objectives: To test skills acquired and knowledge attained throughout the module, to read and listen for specific information, to do a quiz, to write a quiz	
Monstertrackers! (Episode 3)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about the Thunderbird Vocabulary: Nouns (<i>map, ice, brakes, wreck, wood, snowmobile, cabin, sled dog, fire</i>)	
Self-Check 3	78

Module 3

▶▶ What's in this module?

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

Find the page numbers for

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

Answer Key

amazing abilities (p. 68)

Do you know anyone with an extraordinary ability? Do you have any special abilities?

a national sport (p. 75)

What's the most popular sport in your country? What's your favourite sport? Do you play any sports?

a quiz (p. 77)

Do you like quizzes? Where can you find a quiz?

2 To practice vocabulary for sports

Ask Ss to look at the pictures again and say which of these activities they can do.

Suggested Answer Key

I can play baseball.

I can play rugby.

I can play ice hockey.

I can ski.

I can play cricket.

I can snowboard.

I can play table tennis.

Vocabulary

1 To present vocabulary for sports

- Draw Ss' attention to the pictures and see if they are familiar with all of these sports.
- Give Ss time to do the matching activity.
- Play the recording and check Ss' answers.
- Play the recording once more for Ss to listen and repeat chorally or individually.

Answer Key

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

3a

1 Aim To predict the content of a text

- Draw Ss' attention to the pictures and elicit an answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books.
- Refer Ss to the Word List to look up the meanings of the words in the *Check these words* box.

Answer Key

They can do very special things that most people can't do.

2 Aim To read for detailed understanding (multiple matching)

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

Answer Key

A – Joe Allison
B – Michael Kettman

3 Aim To read for specific information

- Allow Ss some time to read the article again and complete the sentences in their notebooks.
- Check Ss' answers.

Answer Key

1 abilities 2 world record 3 spin

4 Aim To personalise the topic

- Allow Ss some time to prepare their answers. Invite Ss to talk about their amazing people to the class.

Suggested Answer Key

Marlee Matlin is very special. She is a great actress. She can't hear, but she can act very well. She is an Oscar winner.

5 Aim To talk about abilities

- Draw Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually.
- As an extension, ask Ss which of these things they can do.

6 Aim To listen for specific information

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

Answer Key

run fast, drive a car, dive/swim, play the guitar, ski, fly a plane

GAME

Ss are divided into two teams and the players of each team into pairs. One S of each pair mimes an action while the other tries to guess what he/she is doing. The team whose pairs take less time to guess is the winner.

7 Aim To listen for specific information

- Explain the task. Play the recording. Ss listen and complete the task in their notebooks.
- Check Ss' answers.

Answer Key

1 d 2 a 3 b 4 g 5 e

AUDIOSCRIPT

Anna: Hi, John. Tell me about your classmates. Can Tony play basketball?

John: No, he can't. But Tony can dance very well.

Anna: Who can run very fast?

John: Sue can. She does athletics.

Anna: What about Lyn? Can she ski?

John: No, she can't. Lyn likes music. She can play the guitar. Peter can ski. He likes snow.

Anna: Can Mary play basketball?

John: Yes, she can. She's good at sports – but she can't climb.

8 Aim To write about your abilities

- Allow Ss some time to write their sentences in their notebooks. Then allow time for Ss to walk around the class and ask each other what they can/can't do in order to find someone with the same abilities. Monitor the activity around the class.

Suggested Answer Key

I can play basketball.

I can dance and I can play the guitar. I can't fly a plane.

I can't drive a car.

3b

1 Aim To present the modal verb *can* when used for ability

- Ss close their books. Walk up and down and say: *I can walk*. Write it on the board. Underline the word **can** and explain that this word shows that we are able to do sth. Say then write on the board: *I can't fly*. Underline the word **can't** and explain that this word shows that we are unable to do sth.
- Ss open their books and read the table. Elicit the L1 equivalent sentences.

(Ss' own answers)

2 Aim To practise the verb *can* and talk about ability

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

Answer Key

- Chris can swim very well.
- My sister can speak Japanese.
- They can play football.
- My sister can drive a car.

3 Aim To practise *can* and *can't*

- Draw Ss' attention to the words in the box and explain the task. Allow Ss time to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|---------------|--------------|--------------|
| 2 can't watch | 4 can play | 6 can't find |
| 3 can cook | 5 can't help | |

4 Aim To practise the verb *can* in the interrogative

- Read out the example. Allow the Ss time to complete the task in their notebooks. Then ask individual Ss to read out the rest of the sentences.
- Elicit short answers to the questions.

Answer Key

- 2 f 3 e 4 a 5 c 6 b

5 Aim To personalise the topic

- Explain the task and focus Ss' attention on the list of activities. Ask two Ss to act out the dialogue in the example.
- Ss form pairs and act out similar dialogues, using the rest of the activities.

GAME

Ss play the game in pairs. The one who makes the most correct guesses is the winner.

6 Aim To present *This – These / That – Those*

- Ss close their books. Present *this/these – that/those*. Point to a book close to you and say: *This is a book*. Then write it on the board. Point to a book far away from you and say: *That is a book*. Then write it on the board. Present the plural forms the same way.
- Ask questions to check Ss' understanding: *What do we use for things that are near to us? (this/these). What do we use for things that are far away from us? (that/those).*

Suggested Answer Key

- Tom: *This is my digital camera.*
This is my cap.
These are my trainers.
- Jean: *Those are my gloves.*
That is my scarf.
That is my handbag.

7 Aim To practise *This – These / That – Those*

- Draw Ss' attention to the pictures and make sure they can tell which objects are near and which are far away.
- Allow Ss time to complete the task in their notebooks.
- Check Ss' answers.

Answer Key

- | | |
|---------|---------|
| 2 That | 4 This |
| 3 These | 5 Those |

8 Aim To practise *This – These / That – Those*

- Work together with a S to demonstrate the example. Point to various objects around the class and elicit the corresponding English word (*e.g. window, desk, handbag, board, chair, door, map, pen, pencil, notebook, book etc.*).
- Ask several pairs of Ss to perform the task for the class.
- Check Ss' answers.

Suggested Answer Key

- A: (*points to the desk near you*)
 B: *This is a desk. (points to the door which is far from you)*
 A: *That is a door.*

- 9 **Aim** To learn to use articles (*a, an, the*)
- Read out the grammar rules.
 - Ask Ss to give other examples of their own.
 - Allow Ss time to complete the task in their notebooks.
 - Check Ss' answers.

Answer Key

2 –	5 a	8 the
3 a	6 an	9 –
4 a	7 –	10 an

3c

- 1 **Aim** To predict the content of a text
- Draw Ss' attention to the pictures and elicit answers to the questions in the rubric.
 - Play the recording. Ss listen and follow the text in their books.
 - Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

A safari and leisure park is a place everyone can visit. You can drive through the park and watch all the animals, you can spend time at the park's amusements and you can do activities for fun and adventure.

- 2 **Aim** To read for specific information
- Allow Ss some time to read the text again and complete the task orally or in writing in their notebooks.
 - Check Ss' answers.

Answer Key

- 2 lions
- 3 zebras
- 4 roller coaster/rides/amusements
- 5 firefighter

- 3 **Aim** To read for detailed understanding
- Allow Ss some time to read the text again and answer the questions in their notebooks.
 - Check Ss' answers.

Suggested Answer Key

- 1 Yes, you can go to West Midland Safari and Leisure Park with your family.
- 2 Yes, you can see fantastic animals such as elephants, giraffes, lions, zebras, rhinos and lots more.
- 3 Yes, there are rides for all the family.
- 4 He can be a firefighter for the day.

- 4 **Aim** To personalise the topic
- Allow Ss to complete the task in their notebooks.
 - Check Ss' answers.

Suggested Answer Key

I want to visit West Midland Safari and Leisure Park because it seems like a very interesting place to be in. You can learn a lot of things about animals and also have fun at the park's amusements.

- 5 **Aim** To pronounce /æ/, /ɑ:/
- Play the recording for Ss to listen.
 - Play the recording again with pauses for Ss to listen and repeat chorally or individually.
 - Ask Ss to think of two more words with the same sounds.

Suggested Answer Key

/æ/: bag /ɑ:/: car

- 6 **Aim** To listen for specific information
- Draw Ss' attention to the picture. Elicit answers to the question in the rubric. (e.g. *The elephant can paint.*)
 - Read the **Study Skills** box aloud and play the recording for Ss to answer the questions in their notebooks.
 - Check Ss' answers.

Answer Key

- 1 Five
- 2 Sixteen
- 3 'OK'

AUDIOSCRIPT

Alice: Hi Tom! What's that you're reading?
Tom: Oh, hi Alice. Look at this! It's about an elephant that can paint!
Alice: No! Let me see! Oh wow!
Tom: Isn't that great! It says here her name is Five.
Alice: Five? I wonder why they call her Five. How old is she?
Tom: She's sixteen, and she loves painting. When her keeper says 'paint' she picks up the paintbrush and starts to paint!
Alice: That's so cool!
Tom: Yeah ... And when the keeper says 'OK', Five stops painting and puts the paintbrush down.
Alice: Where is she ... the West Midland Safari and Leisure park? That's not far. Can we go?
Tom: Why not? We can buy one of Five's paintings if you like!

- 7 **Aim** To personalise the topic; to speak about a leisure park
- Ss answer the questions in closed pairs.
 - Monitor the activity around the class and then choose individual Ss to talk about different leisure parks.

Suggested Answer Key

A: What is its name?

B: It's called "Crawley Leisure Park".

A: What can you do there?

B: You can choose from a wide variety of activities. You can swim in the swimming pool or relax at the Health Club. You can go bowling or watch films in the cinema. You can visit many restaurants.

8 **Aim** To write an advertisement about a leisure park

- Explain the task.
- Ask Ss to note down their answers from Ex. 7 in their notebooks.
- Encourage Ss to refer to the short texts in Ex. 1 again and use them as a model to write their advertisement, using their answers from Ex. 7.
- Ss can also stick pictures on their advertisement.
- Assign it as HW.

Suggested Answer Key

Welcome to Crawley Leisure Park, West Sussex, UK. The park is near the train station and offers free parking. There are a lot of things you can do here. You can swim in the swimming pool or just relax at the Health Club. You can go bowling or watch the latest films in our multi-screen cinema. You can also visit our many restaurants.

3d

1 a) **Aim** To present the situational language of asking for information

- Draw Ss' attention to the sentences. Elicit an answer to the questions.

Answer Key

I think the dialogue takes place on the phone.

b) **Aim** To recognise situational language

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

Answer Key

The dialogue takes place on the phone.

2 **Aim** To read for specific information

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

Answer Key

Vicky wants to go to Keystone Leisure Park. At Keystone Leisure Park, you can do all kinds of things, like playing sport, listening to music, using the Internet.

3 **Aim** To practise reading skills

- Play the recording again.
- In closed pairs, Ss read out the dialogue.
- Monitor the activity around the class, checking Ss' intonation.
- Choose some pairs to read out the dialogue in front of the class.

4 **Aim** To consolidate situational language through conversation

- Focus Ss' attention on the advertisement and explain the task.
- In closed pairs, Ss act out the dialogue.
- Monitor the activity around the class, checking Ss' intonation.
- Choose some pairs to act out the dialogue in front of the class.

Suggested Answer Key

SA: Ten Oaks Park.

SB: Hello. I'd like some information, please.

SA: Yes, of course. How can I help you?

SB: What can I do there?

SA: A variety of things – you can play rugby, cook with TV chefs, play football with famous players, learn magic tricks.

SB: That sounds great. And what time are you open?

SA: Every day from nine to five.

SB: And how much is a day ticket?

SA: Thirty-five pounds.

SB: Thank you for your help. Bye.

SA: Goodbye.

Across Cultures

1 **Aim** To familiarise Ss with national sports around the world

- Draw Ss' attention to the pictures.
- Ask Ss if they know the sports presented in the pictures. Invite them to guess what country each one is played in and write their guesses in their notebooks.

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

- Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Play the recording. Ss listen, follow the text in their books and check their answers.

Answer Key

Cricket is played in Britain.

Table tennis or ping-pong is played in China.

Bandy is played in Russia.

3 **Aim** To read for specific information

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

Answer Key

1 T 2 B 3 C/B

4 **Aim** To make a presentation about national sports using the Internet

- Explain the task. Brainstorm with the class for ideas and write them on the board.
- Direct Ss to the website to search for information.
- Assign the task as HW. Tell Ss to use the short texts in Ex. 1 as a model and to include pictures.

Suggested Answer Key

Soccer

Soccer is the most popular sport in Italy. There are two teams with eleven players each. The team which scores the most goals wins. Players can't use their hands. They can only kick the ball with their feet.

Gaelic Football

Gaelic football is the most popular sport in Ireland. There are two teams with 15 players each. In Gaelic football, players kick the ball with their feet or strike it with their hand to score a goal.

Lacrosse

Lacrosse is the national sport of Canada. Players play it with a small rubber ball and a long stick with a net on the end of it, called a lacrosse stick. There are two teams of ten players each. Players use the stick to throw, catch, carry and pass the ball in order to score.

CLIL TIME: Geography

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

- Direct Ss' attention to the title and the pictures.
- Elicit responses as to where these countries are, what their capital cities are and what they are known for.

Suggested Answer Key

Poland is in central Europe. Its capital city is Warsaw and it's the birthplace of the famous composer Frederic Chopin.

Mexico is in central America. Its capital city is Mexico City and it is the place where the Aztec and the Maya civilisations flourished.

2 **Aim** To read for specific information

- Refer Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Read the **Study Skills** box aloud and allow Ss time for a quick scan of the text.
- Elicit answers to the question in the rubric.
- Allow Ss time to read the texts again and complete the task orally or in writing in their notebooks.

Answer Key

At La Quebrada, local divers jump 45 metres into the deep blue sea; At Wieliczka Salt Mine, you can go down 135 metres.

3 **Aim** To write descriptions of places using the Internet

- Explain the task and tell Ss to use the Internet to search for information.
- Assign the task as HW and remind Ss to add pictures to their descriptions.

Suggested Answer Key

Niagara Falls

These huge waterfalls are between Canada and the USA. They are beautiful and are a great tourist attraction. Tourists can take a boat tour to see the Falls.

The Himalayas

The Himalayas are a mountain range in Asia. Mount Everest, one of the highest peaks in the world is there. Tourists can explore the mountains and enjoy the beauty of the area.

Fun Time 3

1 **Aim** To practise the language taught in this module

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to read their answers to the class.

Answer Key

play football
paint a picture
ride a horse
fly a plane
drive a car
speak Chinese
cook a meal
climb a tree
sing a song

Module 3

2 **Aim** To promote Ss' creativity and artistic skills

- Allow Ss time to draw their pictures in their notebooks.
- Ss swap pictures and comment on the funniest ones.

(Ss' own answers)

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

- Explain the task. Allow Ss some time to read the questions and think of the correct information to answer the questions in their notebooks.
- Alternatively, you may allow Ss to review the module and find the relevant information to answer the questions.
- Check Ss' answers.

Answer Key

- 1 16 spoons at the same time
- 2 cricket, table tennis, baseball
- 3 table tennis or ping pong
- 4 Ss' own answers.
- 5 eleven
- 6 skiing, snowboarding, ice hockey

4 **Aim** To write a quiz

- Explain the task and allow Ss time to look through Module 3 and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. (e.g. *Where can you see fantastic animals? At West Midland Safari and Leisure Park.*)
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- 1 What can a young child be at West Midland Safari and Leisure Park? (a firefighter for the day)
- 2 Where do visitors walk at Wieliczka Salt Mine in Poland? (underground)
- 3 What colour clothes do cricket players wear? (white)
- 4 What does Michael Kettman use to spin 18 basketballs at the same time? (a special frame)
- 5 Where can you stand to watch the amazing sunset at La Quebrada? (on the cliffs)

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

- Explain the task and play the recording.
- Ss listen and follow the song in their books. Ask Ss to identify which characters in the pictures are mentioned.

- Check Ss' answers.
- Play the recording again for Ss to sing along.

Answer Key

Tarzan, Superman, Yogi Bear

Monstertrackers! (Episode 3)

1 **Aim** To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 **Aim** To read for specific information

- Allow Ss time to read the story and complete the sentences orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 T 2 T 3 F 4 F 5 T

3 **Aim** To check the meaning of some words

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

Answer Key

- | | | |
|---------|--------------|------------|
| 1 map | 4 snowmobile | 7 sled dog |
| 2 cabin | 5 fire | 8 ice |
| 3 wreck | 6 brakes | 9 wood |

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

Order of sentences: B, D, F, A, C, G, E

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fiction, Fact

Self-Check 3

1 1 *cricket* 3 *baseball* 5 *table tennis*
2 *rugby* 4 *ski*

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

3 1 *That's wrong. A spider can't swim.*
2 *That's right. A cheetah can run very fast.*
3 *That's wrong. A crocodile can't ski.*
4 *That's right. A cat can climb trees.*
5 *That's wrong. A zebra can't balance on a ball.*

4 1 *That* 3 *Those* 5 *This*
2 *These* 4 *This*

5 1 *-* 3 *an* 5 *the* 7 *a*
2 *a* 4 *the* 6 *-* 8 *a*

6 1 *b* 2 *a* 3 *b*

Module 4

My home, my castle!

Topic	
In this module Ss will explore the topics of houses, rooms, furniture and appliances.	
Module page	79
Lesson objectives: Overview of the module Vocabulary: Rooms & furniture (<i>bedroom, bathroom, living room, kitchen, hall, ceiling, pillows, bedside cabinet, bed, wall, fireplace, window, floor, sofa, cupboards, cooker, mirror, toilet, washbasin, stairs, door</i>)	
4a	80-81
Lesson objectives: To read for specific information, to learn about furniture & appliances, to describe rooms, to write about your ideal bedroom Vocabulary: Furniture & appliances (<i>pillows, wardrobe, poster, desk, bookcase, bath, mirror, fridge, cooker, sink, chair, table, painting, sofa, curtains, cushions, armchair, carpet, stairs</i>); Nouns (<i>building, fan, dream home, metal, wood, shape, office, floor, great view, summer, winter, violin, lift</i>); Adjectives (<i>unusual, four-storey, cool, warm, crazy</i>); Adverbs (<i>outside, inside</i>)	
4b	82-83
Lesson objectives: To learn 'there is/there are', 'a/an, some, any', prepositions of place, to describe location	
4c	84-85
Lesson objectives: To read and talk about household bugs, to predict the content of a text, to read for specific information, to listen for specific information, to write about insects Vocabulary: Insects (<i>fly, spider, ant, flea, woodworm beetle, scorpion, bedbugs, beetle, moth, cockroach</i>); Nouns (<i>creepy crawlies, insects, meals, spider, corner, people, smell, pieces, web, castle, hiding place, food, time</i>); Adjectives (<i>alone, small, tidy, empty</i>)	
4d	86
Lesson objectives: To talk about your room & your things Vocabulary: <i>Is Jim here? Where's that? Thanks. Your room is great. Yes, it's really big. You're very lucky. Hey, whose is this guitar? You've got everything.</i>	

Across Cultures	87
Lesson objectives: To read and talk about landmarks around the world, to read for specific information, to learn ordinal numbers, to pronounce /θ/, /ð/ Vocabulary: Nouns (<i>fortress, palace, cathedral, viewing, must-see</i>); Ordinal numbers (<i>first, second, third, ...</i>)	
CLIL TIME: Art & Design	88
Lesson objectives: To learn about a strange structure Vocabulary: Nouns (<i>wheel, top, steel, capsule, castle, tourist attraction, city, glass, bottom, Queen</i>); Adjective (<i>huge</i>)	
Fun Time 4	89
Lesson objectives: To test skills acquired and knowledge attained throughout the module, to find words in a wordsearch, to listen and read for specific information, to do a quiz, to write a quiz	
Monstertrackers! (Episode 4)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about El Pombéro Vocabulary: Nouns (<i>house, hair, presents, insects</i>); Adjectives (<i>ugly, funny, scared</i>)	
Self-Check 4	90

►► **What's in this module?**

Read the title of the module *My home, my castle!* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

a building like a violin and a piano (p. 80)
Where do you think this is? What type of building do you think it is? Are there any such unusual buildings in your country?

bugs (p. 84)
What are bugs? Do you know any of the bugs in the pictures?

landmarks (pp. 87 & 88)
Do you know where these landmarks are? What is the most famous landmark in your country? Can you think of any other famous landmarks around the world?

Vocabulary

1 **Aim** To present vocabulary for rooms

- Play the recording. Ss listen and repeat chorally or individually.
- Draw Ss' attention to the pictures and elicit which room is which.
- Check Ss' answers.

Answer Key

<i>living room – B</i>	<i>kitchen – C</i>
<i>bathroom – D</i>	<i>hall – E</i>

2 **Aim** To present vocabulary for furniture/things in a house

- Play the next recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss.

(Ss' own answers)

3 **Aim** To practise vocabulary for rooms and furniture

- Explain the task and read out the headings, translating them if necessary. Read out the example sentences.
- Allow Ss time to work in closed pairs, write the words under the headings and make sentences of their own in their notebooks.
- Ask various Ss around the class to read out their sentences.

Answer Key

rooms: *bedroom, living room, bathroom, kitchen, hall*

furniture: *bedside cabinet, bed, sofa*

other: *cupboards, cooker, toilet, washbasin, mirror, ceiling, window, fireplace, wall, floor, door, pillows*

Suggested Answer Key

There is a bed and a bedside cabinet in the bedroom.

There is a fireplace in the living room.

There is a sofa in the living room.

There is a cooker in the kitchen.

There is a mirror and a toilet in the bathroom.

4a

1 Aim To predict the content of a text

- Direct Ss' attention to the pictures and elicit what they show. Ask Ss to say what they think the buildings look like. Give prompts if necessary. Ask: *Which building looks like: a ball? a violin? a piano?*
- Play the recording. Ss listen and follow the text in their books.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Suggested Answer Key

*The first house looks like a piano and a violin.
The second house looks like a football.*

2 Aim To read for specific information

- Allow Ss time to read the text again and answer the questions in their notebooks.
- Check Ss' answers.

Answer Key

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

3 Aim To check comprehension of a text

- Allow Ss two minutes to go through the text. Ss close their books and try to remember two things from each text and write them in their notebooks. Then they tell their partner.
- Ask some pairs to report back to the class. Ss open the books and check.

Suggested Answer Key

Jan Sonkie's house is in Africa. It is the shape of a football. The office in China is in the shape of a piano and a violin.

4 Aim To present vocabulary for furniture and appliances

- Draw Ss' attention to the picture.
- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents.

(Ss' own answers)

5 Aim To categorise vocabulary

- Read out the **Study Skills** box to explain the function of the task.
- Write the headings on the board. Ss look at the picture for a minute, then close their books. Ss copy the headings into their notebooks and try to list as many words as they can remember under each heading. Ss, in pairs, check their answers and add more words under each heading.

- Write the answers on the board. Ss check their answers.

Answer Key

Bedroom: pillows, wardrobe, poster, desk, bookcase

Living room: painting, carpet, armchair, curtains, sofa, cushions

Bathroom: mirror, bath

Kitchen: sink, cooker, fridge, chair, table

Suggested Answer Key

Bedroom: bed, bedside cabinet

Living room: table, lamp

Bathroom: washbasin, toilet

Kitchen: cupboards

6 Aim To activate and consolidate vocabulary

- Explain the task and read out the example.
- Ss work in pairs and talk about what there is in each room.
- Monitor the activity around the class and ask various Ss to say what there is in each room.

Suggested Answer Key

A: *What is there in the bedroom?*

B: *There's a poster, a bed, pillows, a desk, a wardrobe and a bookcase.*

A: *What is there in the bathroom?*

B: *There's a washbasin, a toilet, a bath and a mirror.*

A: *What is there in the living room?*

B: *There is a painting, a sofa, an armchair, curtains, cushions and a carpet.*

A: *What is there in the kitchen?*

B: *There's a cooker, a fridge, a sink, a table and a chair.*

7 Aim To write about your ideal bedroom

- Explain the task and allow Ss some time to draw their ideal bedroom and write about it in their notebooks. Ss then compare their bedroom with their partner's and note the similarities and differences.
- Ask various pairs around the class to present their ideal bedroom to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

My ideal bedroom has got a big bed with lots of pillows and a wardrobe. There's also a carpet and posters on the wall. My bedroom is cool!

GAME

Play in teams. One team says a letter from the English alphabet. The other team says a word which starts with this letter and is related to houses/rooms/furniture/appliances. If the team can't think of a word within 5", they miss their turn. Any correct answer gets 1 point. The team with the most points wins.

e.g. Team A S1: P
Team B S1: pillow

4b

1 **Aim** To present *there is/there are*

- Explain that we use **there is** to talk about the existence of sth in the singular and **there are** in the plural.
- Read the examples in the table aloud and then elicit the answers to complete the rules from Ss around the class.
- Check Ss' answers.

Answer Key

- 1 *there is/there isn't* 3 *Is there/Are there*
2 *there are/there aren't*

2 **Aim** To practise *there is/there are*

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

Answer Key

- 2 *Are there, Yes, there are.*
3 *Are there, Yes, there are.*
4 *Is there, No, there isn't.*
5 *Are there, No, there aren't*
6 *Are there, No, there aren't.*

3 **Aim** To practise *there is/there are* through personalisation

- Explain the task and allow Ss time to complete the sentences about their own bedrooms in their notebooks.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 *there is* 5 *there aren't*
2 *there is* 6 *there is*
3 *there aren't* 7 *there aren't*
4 *there is* 8 *there are*

4 **Aim** To revise *a/an* and present *some/any*

- Read out the first two example sentences and elicit that we use **a** with singular items that begin with a consonant sound and **an** with singular items that begin with a vowel sound.
- Read out the next example sentence and explain that we use **some** in affirmative sentences for plural items.
- Read out the final two example sentences and explain that we use **any** in negative plural sentences and interrogative plural sentences.
- Ask different Ss to read out the examples, then complete the rules in their notebooks.
- Check Ss' answers.

Answer Key

- 1 *a/an/some* 2 *any* 3 *any*

5 **Aim** To practise using *some* and *any*

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

Answer Key

- 1 *any* 3 *any* 5 *some*
2 *any* 4 *some*

6 **Aim** To present prepositions of place

- Ss close their books. Present prepositions of place using your book. Put your book on the desk, then ask and answer: *Where's my book? It's on the desk.* Put your book in your bag, then ask and answer: *Where's my book? It's in my bag.* etc. Present the rest of the prepositions of place in the same way. Then put your book in various places around the classroom and ask Ss to tell you its location.
- Ss open their books. Refer Ss to the drawings and the example and explain the task. Elicit answers from Ss around the class.

Answer Key

- The ball is in the box.*
The ball is on the box.
The ball is under the box.
The ball is behind the box.
The ball is next to the box.
The ball is in front of the box.
The ball is between the boxes.

7 **Aim** To practise prepositions of place

- Explain the task and allow Ss some time to complete it in their notebooks.
- Check Ss' answers by asking various Ss to read out the completed text.

Answer Key

- 1 *between* 3 *in front of* 5 *next to*
2 *on* 4 *in* 6 *behind*

8 **Aim** To practise describing location

- Explain the task and read out the example exchange. Ss work in pairs and ask and answer questions.
- Monitor the activity around the class and then ask some pairs to act out their exchanges.

Suggested Answer Key

- A: *Where is the lamp?* A: *Where are the slippers?*
B: *On the bedside cabinet.* B: *Next to/Under the bed.*
- A: *Where is the window?*
B: *Next to/Behind the bed.*
- A: *Where is the vase?* A: *Where are the books?*
B: *On the bedside cabinet.* B: *In the bedside cabinet.*
- A: *Where are the flowers?* A: *Where is the bedside cabinet?*
B: *In the vase.* B: *Between the bed and the chair.*
- A: *Where is the plant?* B: *Behind the bed.*

4c

1 **Aim** To present vocabulary for household insects

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally or individually.
- Elicit the L1 equivalents.

(Ss' own answers)

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

- Ask Ss to read the title and the introduction and then elicit the topic of the text.
- Play the recording for Ss to listen and follow the text in their books.
- Direct Ss to the *Word List* to look up the meanings of the words in the **Check these words** box.

Answer Key

The text is about common household insects.

3 **Aim** To read for specific information

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

Answer Key

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

4 **Aim** To check comprehension of a text

- Ss close their books and talk in pairs about what they learnt from the text that they didn't know before.
- Monitor the activity around the class and then ask some Ss to tell the rest of the class their answers.

Suggested Answer Key

There are bugs in every house.
Cockroaches can hide behind the fridge.
There can be bedbugs in the bed.
You can find moths in the wardrobe.
Bugs don't like clean houses.

5 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text about the museum and think about what information may be missing. (e.g. 1 noun, 2 noun, 3 number, 4 noun, 5 number, 6 number)
- Play the recording. Ss listen and complete the task in their notebooks.
- Check Ss' answers and read through the **Did you know?** box.

Answer Key

- 1 *Gardens* 3 *100* 5 *5*
2 *Bugs* 4 *spiders* 6 *6*

AUDIOSCRIPT

Woman: Hello. This is Melbourne Museum in Carlton Gardens. Can I help you?

Man: Hello ... Yes, please. I want some information about your new exhibition.

Woman: OK. It's called *Bugs Alive*. In our exhibition rooms you can see over one hundred species of live insects.

Man: Wow! Is there anything else?

Woman: Yes – we also have a great collection of spiders from all over the world.

Man: Very interesting. What time does the museum open?

Woman: We are open every day from 10am to 5pm.

Man: How much are the tickets?

Woman: Tickets cost six dollars for adults. Children are free.

Man: Thank you very much for the information. Goodbye.

Woman: Thank you for calling. Goodbye.

6 **Aim** To find information about insects and present it to the class

- Explain the task. Ask Ss how much they know about insects.

Module 4

Suggested Answer Key

The Kremlin is in Moscow, Russia and the Shard is in London, England.

2 **Aim** To read for specific information

- Ss read the questions and then read the text again and answer them orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 The Kremlin is in Moscow, Russia.
- 2 It has got five palaces.
- 3 The Shard is in London, England.
- 4 It has got 95 floors.

3 **Aim** To present ordinal numbers and practise pronunciation; to practise asking and answering questions using ordinal numbers

- Play the recording with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct where necessary.
- Read out the task and draw Ss' attention to the prompts, then read out the example.
- Ss complete the task in pairs. Monitor the activity around the class and ask some Ss to ask and answer in front of the class.

Suggested Answer Key

- A: Which floor is Gina on?
B: She's on the third floor.
- A: Which floor are Sue and Helen on?
B: They are on the thirtieth floor.
- A: Which floor is Jane on?
B: She's on the first floor.
- A: Which floor is Steve on?
B: He's on the seventy-second floor.

Extra Activity for weaker classes

In pairs, Ss take turns spelling the ordinal numbers. One spells while the other checks.

4 **Aim** To pronounce /θ/, /ð/

- Explain to Ss that **th** can be pronounced two ways.
- Play the recording. Ss listen and repeat.
- Draw Ss' attention to the words ending in **th** and inform them that whenever an ordinal number ends in **th** it always has a /θ/ sound and that all pronouns that begin with **th** have a /ð/ sound.

Note: All other words (nouns, adjectives and verbs) that begin with **th** have a /θ/ sound. e.g. (nouns: *thought, thimble* etc) (verbs: *think, etc*), (adjectives: *thirsty, thatched* etc).

- Elicit other words with the same sounds from Ss around the class.

Suggested Answer Key

/θ/: *thirsty, third, three* /ð/: *they, them, these*

CLIL TIME: Art & Design

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

- Direct Ss' attention to the picture and tell them that this is the London Eye.
- Elicit the meaning of Art & Design (*a school subject that covers all forms of art*) and explain that some buildings/structures can be considered a work of art because of their unusual design.
- Explain the task and allow Ss some time to read through the statements and decide which are true and which are not.
- Play the recording. Ss listen and follow the text in their books and check if they were correct.

Answer Key

1 F 2 T 3 T 4 F

2 **Aim** To check comprehension of a text by using target vocabulary to expand the topic

- Explain the task and allow Ss time to read the text again.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- The Ss complete the task orally or in writing in their notebooks.
- Read out the example and then elicit sentences from Ss around the class.

Suggested Answer Key

*It is next to the River Thames.
The London Eye is steel and glass.
It has got 32 capsules.
Each capsule has got big windows.
From the top you can see Windsor Castle.*

3 **Aim** To write a short text about a strange structure/building

- Explain the task and ask Ss to look up information on the Internet or in encyclopaedias or other reference books. Remind them to answer the questions in the rubric and encourage them to visit the website given.

- Ss work in groups and write a short text in their notebooks using the information they collected.
- Encourage Ss to stick a picture to illustrate their piece of writing. Ask some Ss to read their text to the class.

Suggested Answer Key

The Swiss Re Tower is in London, England. It is an office building. It is glass and steel. It is 180 metres tall. It looks like a big gherkin and that is what the people of London call it.



Fun Time 4

1 Aim To practise the vocabulary taught in this module

- Allow Ss time to look in the wordsearch and find 20 things from inside a house.
- The Ss complete the task in their notebooks.
- Check Ss' answers.

Answer Key

wardrobe, cooker, fridge, vase, toilet, sink, painting, stairs, armchair, curtains, washbasin, carpet, sofa, cushion, bookcase, desk, bath, pillow, mirror, lamp

2 Aim To test knowledge learnt in this module

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false. The Ss complete the task in their notebooks.
- Alternatively, you may allow Ss to review the module and find the relevant information to help them.
- Check Ss' answers.

Answer Key

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

3 Aim To write a quiz

- Explain the task and allow Ss time to look through Module 4 and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. [e.g. *The London Eye is in Windsor. (F)*]
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- | | | |
|---|--|---|
| 1 | <i>The piano house is in Malawi.</i> | F |
| 2 | <i>The London Eye is a very big wheel.</i> | T |
| 3 | <i>Moths live in wardrobes.</i> | T |
| 4 | <i>The Shard is in France.</i> | F |
| 5 | <i>The Kremlin has got five cathedrals.</i> | F |
| 6 | <i>Jan Sonkie's house is in the shape of a basketball.</i> | F |

4 Aim To read for coherence and cohesion; to understand the singer's purpose

- Explain the task and elicit the meanings of the words in the list.
- Allow Ss some time to read through the song and write the missing words in their notebooks. Play the recording. Ss listen and check their answers.

Answer Key

- | | | | | | |
|---|------------------|---|---------------|---|----------------|
| 1 | <i>buildings</i> | 3 | <i>sights</i> | 5 | <i>holiday</i> |
| 2 | <i>breath</i> | 4 | <i>places</i> | 6 | <i>rest</i> |



- Allow Ss, in pairs, some time to talk amongst themselves and think about the question. Ask various Ss around the class to say why home is important to the singer.

Suggested Answer Key

Home is important to the singer because that is where his/her heart is. It is the place he/she likes the best.

Monstertrackers! (Episode 4)

1 Aim To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 Aim To read for specific information

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

Answer Key

- El Pombéro is from Argentina.*
- It's short, hairy and ugly.*
- Fuzz.*
- At night.*
- To make the Pombéro happy.*

Module 4

3 **Aim** To check the meaning of some words

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

Answer Key

- 1 ugly 4 scared 7 funny
2 hair 5 presents
3 house 6 insects

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

Order of sentences: B, C, E, A, D, F, G

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fact

Self-Check 4

- 1 1 are 3 isn't 5 are 7 aren't
2 is 4 isn't 6 are
- 2 1 sink 3 sofa 5 carpet
2 book 4 pillow
- 3 1 fourth 4 second 7 sixteenth
2 third 5 eleventh 8 twelfth
3 first 6 twentieth
- 4 1 in 3 on 5 behind
2 under 4 in front of 6 next to
- 5 1 d 2 b 3 a 4 e 5 c

Family tree

Topic	
In this module Ss will explore the topics of family, daily routines, days of the week	
Module page	91
Lesson objectives: Overview of the module, to learn possessive ('s/s')/whose	
Vocabulary: The family (<i>granddad, grandma, dad, mum, brother, sister, uncle, aunt, niece, nephew, son, daughter, husband, wife, cousin</i>)	
5a	92-93
Lesson objectives: To read for specific information, to learn about family & friends, to learn character adjectives, to listen for specific information, to describe character, to make your family tree	
Vocabulary: Character adjectives (<i>funny, quiet, strong, clever, polite, serious, weak, noisy, silly, rude</i>); Verbs (<i>wear, bark</i>); Nouns (<i>skins, machines, housework, stone, bowling, golf, billiards, vacuum cleaner, baseball, pet, drums, club</i>); Adjectives (<i>noisy, funny, serious, angry, lazy, cute, clever, fair, quiet, silly, strong</i>)	
5b	94-95
Lesson objectives: To learn and practise the present simple, to talk about daily routines, to pronounce /s/, /z/, /ɪz/, to ask about family, to write about a typical day	
Vocabulary: Daily routines (<i>morning, afternoon, evening, get up early, have breakfast, go to school, do homework, go to the gym, play computer games, meet my friends, have dinner, watch TV, have lunch, go to bed</i>)	
5c	96-97
Lesson objectives: To recognise a text type, to talk about your favourite singer, to learn about word order, to read for specific information, to read and talk about jobs, to listen for specific information, to write a blog about your favourite singer	
Vocabulary: Jobs (<i>photographer, footballer, hairdresser, vet, nurse, teacher, pilot, mechanic, secretary</i>); Work (<i>do people's hair, look after sick animals, take photographs, repair cars, fly planes, look after sick people, play football, type letters, teach children</i>); Verbs (<i>writes, eat</i>); Nouns (<i>voice, dog, meat, vegetables</i>)	

5d	98
Lesson objectives: To tell the time	
Vocabulary: <i>What's the time, please? Have you got the time, please? What time is it, please? It's five o'clock. It's half past two. It's ten past three. It's twenty to ten. The time (o'clock, past, quarter past, half past, to, quarter to)</i>	
Across Cultures	99
Lesson objectives: To read and talk about family celebrations around the world, to read and listen for specific information, to learn the days of the week	
Vocabulary: Verbs (<i>get together, celebrate, take place</i>); Nouns (<i>member, twins, crafts, parade, activities</i>); Adjective (<i>home-made</i>); Phrase (<i>Let's take a look</i>); Days of the week (<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>)	
CLIL TIME: Literature	100
Lesson objectives: To learn about types of family, to read a poem and learn about rhyme	
Vocabulary: Verb (<i>lives</i>); Nouns (<i>street, heart</i>); Adjective (<i>glad</i>); Adverbs (<i>far away, near, apart</i>); Phrase (<i>no one more</i>); Pronoun (<i>everybody</i>); Conjunction (<i>whether</i>)	
Fun Time 5	101
Lesson objectives: To test skills acquired and knowledge attained throughout the module, to listen and read for specific information, to do a quiz, to write a quiz	
Monstertrackers! (Episode 5)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to read and talk about the Ropen	
Vocabulary: Nouns (<i>bat, wings</i>); Verbs (<i>paint, fly, light up</i>)	
Self-Check 5	102

Module 5

▶▶ What's in this module?

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

Find the page numbers for

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

Answer Key

a poem (p. 100)

Do you like poems? What is the poem about?

a family tree (p. 91)

What can we see in a family tree? How many people are in your family? Do you have any brothers and sisters?

a famous singer (p. 96)

Who's your favourite singer? What type of music do you like? Are there many famous singers who come from your country?

a person's daily routine (p. 94)

What is your daily routine? What do you do in the morning? Is it the same every day?

3 **Aim** To present possessives

- Ss close their books. Present possessives. Hold up your book and say: *Whose is this book? (It's mine.)* Write it on the board. Then say: *Who's your teacher? (I am.)* Write it on the board. Say then write: *Who's the girls' teacher? (I am the girls' teacher.)* Teach all persons in the same way.
- Ss open their books. Ask them to read the table.

GAME

Ask the Ss to look at Sue's family for two minutes. Then the Ss, in pairs, ask and answer questions about Sue's family.

Suggested Answer Key

A: *Who's John?*

B: *He's Sue's brother. Whose dad is Sam?*

A: *He's Kate and Claire's dad. Whose sister is Kate?*

B: *She's Claire's sister. Who's Mark?*

A: *He's Mary's husband. Who's Ann?*

B: *She's Steve's wife. etc*

Vocabulary

1 **Aim** To present vocabulary for family members

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss.

(Ss' own answers)

2 **Aim** To practise vocabulary for family members

- Direct Ss' attention to the family tree and explain the task.
- Ss complete the task in their notebooks.
- Check Ss' answers.

Answer Key

2 *cousin, her cousin*

3 *son, their son*

4 *grandma, her grandma*

5 *aunt, her aunt*

6 *nephew, his nephew*

5a

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

- Direct Ss to the picture and elicit what they know about the Flintstones, then ask them to answer the question in the rubric orally or in writing in their notebooks.
- Play the recording. Ss listen and follow the text in their books to find out about the Flintstones.

Suggested Answer Key

The Flintstone family is not an ordinary family. It is a cartoon family from the Stone Age.

Background information

'The Flintstones' was a long-running cartoon in the form of a sitcom produced by Hanna-Barbera in the 1960s. It was very popular. Two live action feature films were made of the Flintstones in 1994 and 2000. They were very popular, too.

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

- Draw Ss' attention to the picture again and allow them time to read through the text and use the descriptions in it to identify the people in the picture.
- Check Ss' answers.

Answer Key

Left to right – Betty Rubble, Bamm-Bamm, Barney Rubble, Pearl Slaghoople, Fred Flintstone, Wilma Flintstone, Pebbles

2 **Aim** To read for specific information

- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Allow Ss time to read the text again if necessary and answer the questions, orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 Three
- 2 Bowling and golf
- 3 She is serious and modern.
- 4 Baseball
- 5 Pebbles'
- 6 He can play the piano and the drums.
- 7 Betty Rubble
- 8 Barney and Betty Rubble's son.

3 **Aim** To paraphrase a text

Explain the task and then ask various Ss to present the Flintstones and the Rubbles to the rest of the class.

Suggested Answer Key

Fred Flintstone is tall and dark. He is noisy, funny and a bit lazy. He likes food, bowling and golf.

Wilma Flintstone is Fred's wife. She has got red hair and is very modern. She is serious. She likes housework.

Pearl Slaghoople is Wilma's mother. She doesn't like Fred at all.

Pebbles Flintstone is Fred and Wilma's daughter. She has got red hair. She is cute and clever.

Barney Rubble is Fred's best friend. He is short with fair hair. He is quiet and silly. He can play the piano and the drums.

Betty Rubble is Barney's wife and Wilma's best friend. She is polite and calm and likes to help people.

Bamm-Bamm is Barney and Betty's son and Pebble's best friend. He has got fair hair. He is very strong and he helps around the house.

4 **Aim** To present character adjectives and opposites

- Play the recording. Ss listen and repeat chorally or individually.
- Read out the **Study Skills** box and explain what an opposite is and give some examples (e.g. tall – short, black – white, big – small, etc).
- Allow Ss time to find the opposites and write them in their notebooks. Then Ss check with their partners.
- Check answers with the class.

Answer Key

funny – serious	strong – weak	polite – rude
quiet – noisy	clever – silly	

GAME

Ss play in pairs. One S mimes and the other tries to find the adjective. Ss who are the fastest to guess are the winners.

5 **Aim** To practise making sentences with adjectives

- Read the theory in the **Note** box aloud and elicit other examples from Ss around the class. Then elicit examples from the text on p. 92.

Suggested Answer Key

- Fred Flintstone is tall. – He is quiet and a bit silly.
- She is very modern. – She is polite and calm. etc
- She is very cute.

Module 5

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

Answer Key

- 1 Jane is very funny.
- 2 He is a very quiet boy.
- 3 Matt is a clever student.
- 4 They are noisy.
- 5 Steve and Mary are very serious.

6 **Aim** To describe your family members' characters

Explain the task. Ss work in pairs and complete the task. Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

- A: Who's Melissa?
 B: She's my sister.
 A: What's she like?
 B: She's very quiet.
 A: Who's Bob?
 B: He's my brother.
 A: What's he like?
 B: He's very noisy.
 A: Who's Fiona?
 B: She's my mum.
 A: What's she like?
 B: She's very polite.

7 **Aim** To prepare and present your family tree

- Explain the task and refer Ss back to the family tree on p. 91.
- Allow Ss time to make their family tree and then choose various Ss to present their family members to the class.

Suggested Answer Key

My mum's name is Isabel. She's 37 and she's an English teacher. She can play the piano. She's very kind.
 This is my dad, Diego. He's 45 and he's a doctor. He can speak Italian. He's very cool.
 Carlos is my baby brother. He's sweet, but very noisy! He can't talk or walk yet.
 Evita is my grandma. She's 70 years old. She's friendly. She can cook really well.
 Juan is my granddad. He's 74. He's really funny. He can make people laugh.

Extra Activity for weaker classes

Ss find pictures of their family members and present their families to the class. e.g. *This is my dad Pedro. He's a teacher. etc*

5b

1 **Aim** To present the present simple affirmative and understand its use for routines/habits, repeated actions and permanent states

- Ss close their books. Present the present simple. Say: *I live in Rome*. Write it on the board. Underline *live* and explain that this verb is in the present simple. Point to a S and say: *You live in Rome*. Then write it on the board. Underline *live*. Point to a male S and say: *He lives in Rome*. Then write it on the board. Underline *lives*. Explain that the third person singular usually takes an -s. Present the other persons in the same way.
- Explain the spelling rules of the third person singular by writing the verbs *miss, finish, watch, mix, go, cry* on the board. Stress the difference between the spelling of *play* and *cry*.
- Ss open their books. Read out the table. Focus Ss' attention on the uses of the tense (*for repeated actions, permanent states and habits*).
- Elicit the L1 equivalents.

(Ss' own answers)

2 **Aim** To consolidate the spelling rules of the third person singular in the present simple

- Explain the task and any unknown verbs. Alternatively, Ss can look up the verbs in the Word List or in their dictionaries.
- Allow Ss a few minutes to complete the task in their notebooks.
- Check Ss' answers on the board.

Answer Key

- | | |
|--------------|-------------|
| 2 he leaves | 6 he works |
| 3 he watches | 7 he goes |
| 4 he runs | 8 he washes |
| 5 he says | |

GAME

Play a game to drill Ss. Say various verbs in the first person singular. Ss, in teams, say the third person singular. Check spelling on the board. Each correct sentence gets 1 point. The team with the most points is the winner.

- T: I brush.
 Team A S1: He brushes (B-R-U-S-H-E-S)
 T: I fix
 Team B S1: He fixes (F-I-X-E-S) etc

3 **Aim** To pronounce /s/, /z/, /ɪz/

- Explain the task and point out that -s (third person singular verb ending) can be pronounced in three different ways.
- Play the recording. Ss listen and write the correct sound in their notebooks.
- Check Ss' answers.
- Play the recording again. Ss listen and repeat either chorally or individually.

Answer Key

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
<i>lives</i>		✓		<i>writes</i>	✓		
<i>walks</i>	✓			<i>teaches</i>			✓
<i>goes</i>		✓		<i>relaxes</i>			✓

4 **Aim** To practise using the present simple to talk about daily routines

- Explain the task. Draw Ss' attention to the diagram and direct Ss to picture 1. Read out the example sentence.
- Go through the phrases in the box or ask Ss to look up the meanings of these phrases in the Word List.
- Ss then use the phrases and write sentences for each of the activities (2-11) in the diagram in their notebooks.

Answer Key

- Kevin has breakfast in the morning.
- Kevin goes to school in the morning.
- Kevin has lunch in the afternoon.
- Kevin does his homework in the afternoon.
- Kevin goes to the gym in the afternoon.
- Kevin plays computer games in the afternoon.
- Kevin meets his friends in the afternoon.
- Kevin has dinner in the evening.
- Kevin watches TV in the evening.
- Kevin goes to bed in the evening.

5 **Aim** To consolidate and personalise the use of the present simple

Ss work in pairs and tell each other their daily routines. Monitor the activity around the class and then ask some Ss to tell their daily routine to the class.

Suggested Answer Key

- *In the morning*
I get up at 7:30 in the morning. Then I have breakfast. At 8:30 I go to school.
- *In the afternoon*
In the afternoon, I do my homework and play on my computer.

- *In the evening*
At eight o'clock in the evening, I have dinner and then I watch a DVD. I go to bed at 10:00.

6 **Aim** To present the present simple negative

- Ss close their books. Write on the board: *I don't like Mondays. She doesn't like Mondays.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/we/they do not/don't* and *he/she/it does not/doesn't* to form the negative of the present simple. Point out that the main verb is the same for all persons.
- Ss open their books. Read the rules in the table aloud and elicit the words to complete them.

Answer Key

does not/doesn't
do not/don't

7 **Aim** To practise using the present simple in the negative

- Allow Ss time to complete the sentences in their notebooks.
- Check Ss' answers on the board.

Answer Key

1 *doesn't* 3 *don't* 5 *don't*
2 *doesn't* 4 *doesn't* 6 *doesn't*

8 **Aim** To present the present simple interrogative

- Ss close their books. Write on the board: *Do I like Mondays? No, I don't. Does she like Mondays? No, she doesn't.* Explain that we use **Do I/you/we/they** and **Does he/she/it** to form questions in the present simple. Focus Ss' attention on the position of **do/does** (before the personal pronoun). Explain that we answer in the short form with *Yes/No, I/you/we/ they/do/don't* and *he/she/it does/doesn't*.
- Ask Ss questions to check their understanding.

T: *Do you like sport?*
S1: *Yes, I do./No, I don't.*
T: *Does your mum work?*
S2: *Yes, she does./No, she doesn't.*
T: *Do we live in France?*
S3: *Yes, we do. etc*

- Ss open their books. Read the table aloud.

9 **Aim** To practise using the present simple interrogative

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

Module 5

Answer Key

- 1 Do, do 3 Does, doesn't 5 Does, doesn't
2 Do, do 4 Do, don't

10 **Aim** To ask and answer about your family using the present simple interrogative

- Explain the task. Ask a pair of Ss to read out the example.
- Ss do the task in pairs.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

- 2 Do you walk to school? Yes, I do.
3 Does your dad like fish? Yes, he does.
4 Do you live in a flat? Yes, I do.
5 Do you play football? No, I don't.
6 Do you go to bed late? No, I don't.
7 Does your mum speak English? No, she doesn't.

11 **Aim** To write a short text about a typical day

- Explain the task. Ss write their daily routines in their notebooks and take turns to read them to the rest of the class.
- After each S has read theirs, ask the class if they have a similar one. Remind Ss to use the present simple affirmative and the vocabulary presented in this unit.

Suggested Answer Key

... I have breakfast in the morning. Then I go to school. In the afternoon, I have lunch and then I do my homework. I see my friends and play computer games in the evening.

Extra Activity for weaker classes

Write on the board: *In the morning I ... up at ... o'clock and ... my breakfast. At 8 o'clock I go to In the afternoon, I ... my homework and ... on my computer. At 7 o'clock I ... my dinner and at 10 o'clock ... the evening I ... to bed.*

Ask Ss to complete the missing words.

5c

1 **Aim** To identify a text type

- Direct Ss' attention to the text and elicit what type of text Ss think it is.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

The text is a blog.

2 **Aim** To read for specific information

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

Answer Key

- 1 She is from Britain. 4 Yes, she can.
2 She is a singer. 5 His name is Rome.
3 She's got two brothers. 6 No, she doesn't eat meat.

3 **Aim** To act out an interview

- Explain the task and read out the example.
- Ss work in pairs. Ask Ss to prepare their questions based on the text in Ex. 2. Ss take roles and act out their interviews. Remind Ss to refer back to the text for ideas.
- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the class.

Suggested Answer Key

- A: Do you only sing?
B: No, I also write songs.
A: What musical instruments can you play?
B: I can play the guitar and the piano.
A: Have you got any brothers or sisters?
B: I've got two brothers.
A: Have you got a pet?
B: Yes, I've got a dog.
A: What's your dog's name?
B: His name is Rome.

4 **Aim** To personalise the topic

- Ask Ss to answer the questions in full sentences in their notebooks.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

Suggested Answer Key

- 1 Shakira
2 Colombia
3 She can sing very well. She can also write songs.
4 She's got four brothers and four sisters.
5 She hasn't got any pets.
6 'Loca'

5 **Aim** To understand subject/verb order

- Read the **Study Skills** box aloud and give further examples if necessary.
- Explain the task and allow Ss time to complete it in their notebooks.
- Check Ss' answers on the board.

Answer Key

- 1 *Jenny is American.*
- 2 *She doesn't like football.*
- 3 *Do they play the guitar?*
- 4 *He can't play the piano.*
- 5 *Has he got a pet?*
- 6 *Are they Chinese?*
- 7 *He doesn't like vegetables.*
- 8 *Her mother is a teacher.*

6 Aim To present and practise vocabulary for jobs

- Play the recording. Ss listen and repeat chorally or individually. Elicit the L1 equivalents.
- Go through the phrases and explain/elicit the meaning of any unknown words. Alternatively, ask Ss to look up the meanings of any words they do not know in the Word List or in their dictionaries.
- Explain the task and read out the example. Ss then use the phrases and write sentences in their notebooks. Ask various Ss around the class to say their sentences aloud.

Answer Key

- A photographer takes photographs.*
A footballer plays football.
A vet looks after sick animals.
A nurse looks after sick people.
A teacher teaches children.
A pilot flies planes.
A mechanic repairs cars.
A secretary types letters.

7 Aim To listen for specific information

- Explain the task. Ss listen and complete the task in their notebooks.
- Check Ss' answers.

Answer Key

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

AUDIOSCRIPT

- Girl:** *Bob, what does your dad do?*
Bob: *Dad's a mechanic. He repairs cars in a garage.*
Girl: *And your mum? Is she a secretary?*
Bob: *No, she isn't a secretary. Mum works in a school. She teaches History.*
Girl: *Is your brother Tony a doctor?*
Bob: *He works in a hospital, but he isn't a doctor. He's a nurse.*
Girl: *Your sister's a pilot, isn't she?*
Bob: *No! Not my sister. My cousin Joan is a pilot. My sister Mary photographs famous people.*
Girl: *She's a photographer? That's nice. And what's your cousin John's job?*
Bob: *John? Oh, he would love to be a footballer, but, actually, he's a vet.*

8 Aim To write a blog entry describing your favourite singer

- Explain the task and remind Ss they can use their answers in Ex. 4 to help them and the text in Ex. 1 as a model.
- Allow Ss time to complete the task and check Ss' answers by asking various Ss to read their blog entries aloud.
- Alternatively, assign as HW.

Suggested Answer Key

*My favourite singer is Shakira. She's Colombian and she's got a great voice. She also writes songs. My favourite song is 'Loca'.
 Shakira can speak five languages. She's got four brothers and four sisters. She likes painting and listening to jazz music.*

Extra Activity for weaker classes

Write the text in the Suggested Answer Key with gaps. Give a list of missing words and ask Ss to complete the text.

Suggested list of words: *voice, song, speak, sisters, listening* (in jumbled order)

5d

1 Aim To practise telling the time

- Read through the table eliciting/explaining any unknown words.
- Choose two Ss to read the example aloud. Allow Ss time to do the task in closed pairs.
- Ask some pairs to act out their exchanges.

Suggested Answer Key

A: *What's the time, please?*
 B: *It's four o'clock.*

A: *Have you got the time, please?*
 B: *It's ten to four.*

A: *What time is it, please?*
 B: *It's twenty to three.*

A: *What's the time please?*
 B: *It's half past eight.*

Module 5

GAME

Play in teams. One S uses his/her arms to show the time. The other team guesses the time. Each correct guess gets one point. The team with the most points is the winner.



2 **Aim** To identify the context of a dialogue

- Read the sentences aloud and elicit the L1 equivalents.

(Ss' own answers)

- Elicit what the dialogue is about (*making plans to play a sport*).
- Play the recording. Ss listen and follow the text in their books to find out what the dialogue is about.

3 **Aim** To read for specific information

- Allow Ss time to read the dialogue again and answer the questions orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 They want to practise basketball.
- 2 At half past three.
- 3 At seven.
- 4 At half past four.

4 **Aim** To learn synonymous phrases

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

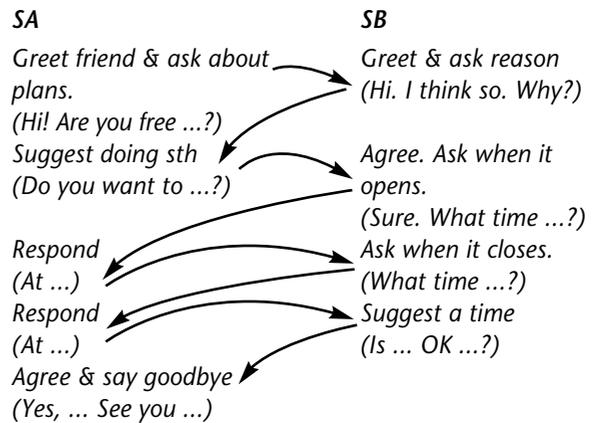
Answer Key

- 1 Yes, that's fine.
- 2 I think so.
- 3 What time does the court open?
- 4 See you there!

5 **Aim** To practise role-playing and act out a dialogue

- Explain the task. Ss work in pairs and choose one of the situations. Remind Ss that they can use the dialogue in Ex. 2 as a model.

- 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.



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

Suggested Answer Key

- A: Hi! Are you free this afternoon?
 B: Hi. I think so. Why?
 A: Do you want to go swimming with me?
 B: Sure. What time does the swimming pool open?
 A: At half past ten.
 B: What time does it close?
 A: At half past five.
 B: Is two o'clock OK?
 A: Yes. See you there.

Across Cultures

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

- Choose various Ss to read the title and the headings.
- Elicit Ss' ideas as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check their guesses.

Answer Key

The text is about special days when people celebrate their love for a member of their family.

2 **Aim** To read for specific information

- Allow Ss some time to read the text again and answer the questions orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 True 2 False

3 **Aim** To present the days of the week

- Play the recording with pauses for Ss to repeat chorally or individually and elicit the L1 equivalents.

(Ss' own answers)

- Then elicit which ones are in the text.

Answer Key

Sunday

4 **Aim** To practise the days of the week

Allow Ss some time to complete the task in their notebooks and then ask various Ss around the class to read the sentences aloud.

Answer Key

- 1 Saturday 3 Thursday 5 Monday
2 Tuesday 4 Sunday

CLIL TIME: Literature

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

- Direct Ss' attention to the pictures and read out the headings.
- Elaborate on each type of family and ask various Ss to say what sort of family theirs is.

(Ss' own answers)

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

- Play the recording. Ss listen and follow the text in their books and answer the question in the rubric orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

the speaker – nuclear family
the girl next door to the speaker – single parent family
the boy living up the street – extended family

2 **Aim** To learn about rhyme

- Explain the task and test Ss' understanding of rhyme by saying a word e.g. *day* and asking Ss to say a rhyming word e.g. *say*.
- Elicit the rhyming words in the second verse and an answer to the question in the rubric.
- Check Ss' answers.

Answer Key

dad, glad, door, more
The first verse hasn't got any rhyming words.

3 **Aim** To personalise the topic

- Ask Ss to think of reasons their family is important to them. Invite them to use vocabulary from the module and write sentences in their notebooks.
- Ss read their sentences to the class.

Suggested Answer Key

The speaker is glad to have a family because family lives in our heart whether they are near us or far away.

Fun Time 5

1 **Aim** To practise the language taught in this module

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

Answer Key

- 1 granddad 4 grandma
2 aunt 5 brother
3 cousin

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

- Explain the task. Allow Ss some time to read the questions and think of the correct information to answer them.
- Alternatively, you may allow Ss to review the module and find the relevant information to answer the questions in their notebooks.
- Check Ss' answers.

Answer Key

- 1 Wilma
2 Yes, he can.
3 Grandma
4 She looks after sick people.
5 In August.
6 He flies planes.
7 Dino, a dinosaur.
8 A family that has two parents and two children.

3 **Aim** To write a quiz

- Explain the task and allow Ss time to look through Module 5 and think of quiz questions.
- Tell Ss they can use the quiz in Ex. 2 as a model. Give an example. [e.g. *What is the word for your mother's brother? (uncle)*]

Module 5

- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- Does Fred Flintstone like golf? (Yes, he does.)
- What pet has Bamm-Bamm got? (A kangaroo.)
- What is the opposite of quiet? (noisy)
- Who types letters? (A secretary.)
- What does a mechanic do? (He repairs cars.)
- Who is Leona Lewis? (A British singer.)
- What day comes after Tuesday? (Wednesday)
- Where does Twins Day take place? (In the USA.)

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

- Ask Ss to say as many phrases as possible related to their daily routines.
- Play the song. Ss listen and say which of the daily routines are mentioned in the song.

(Ss' own answers)

- Play the recording again for Ss to sing along.

Monstertrackers! (Episode 5)

1 **Aim** To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 **Aim** To read for specific information

- Allow Ss time to read the story and complete the task orally or in writing in their notebook.
- Check Ss' answers.

Answer Key

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

3 **Aim** To check the meaning of some words

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

Answer Key

1 bat 2 wings 3 light up 4 flies 5 paint

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

1 go 2 lives 3 comes 4 flies 5 looks

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fact, Fiction

Self-Check 5

- 1 mum 2 sister 3 granddad 4 grandma 5 brother
- 1 noisy 2 clever 3 cute 4 funny 5 serious
- 1 mechanic 2 vet 3 nurse 4 pilot 5 secretary
- 1 Does she walk to school? Yes, she does.
2 Do they like tennis? Yes, they do.
3 Do they live in a flat? No, they don't.
4 Does Ann eat meat? No, she doesn't.
5 Does Bob play the guitar? Yes, he does.
- 1 gets 2 doesn't watch 3 has 4 doesn't go 5 works
- 1 c 2 e 3 d 4 b 5 a

GAME

Ss think of a famous cartoon character, actor, footballer, etc, then they think of his/her daily routine. Ss mime the person's daily routine activities. The class guesses what the person does in the morning/afternoon/evening.

S1: I'm Antonio Banderas. In the morning, I (mimes wake up).

S2: wake up

S1: at 7 o'clock and (mimes go jogging).

S2: go jogging ... etc

The animal kingdom

Topic	
In this module Ss will explore the topics of animals and pets.	
Module page	103
Lesson objectives: Overview of the module Vocabulary: Animals (<i>horse, eagle, fox, sheep, rabbit, hamster, squirrel, bear, cow, chimpanzee, duck, chicken, elephant</i>)	
6a	104-105
Lesson objectives: To read for specific information, to learn about fish, to learn parts of animals, to listen for specific information, to describe animals, to write a fact file Vocabulary: Animal body parts (<i>mouth, fin, tail, scales, horns, body, legs, fur, hooves, beak, feathers, claws, wings, tail, teeth, fur, neck</i>); Verbs (<i>hide, wear, grow, cover</i>); Nouns (<i>spike, stomach, beak, coral reefs, rocks, liquid, pyjamas, coat</i>); Adjectives (<i>unique, clumsy, colourful, thick, poisonous</i>); Quantifier (<i>millions</i>)	
6b	106-107
Lesson objectives: To learn adverbs of frequency, to talk about habits, to learn prepositions of time, to learn question words, to ask questions Vocabulary: Question words (<i>who, what, when, where, why, how, how many, how long, how often</i>)	
6c	108-109
Lesson objectives: To read and talk about pets, to predict the content of a text, to read for specific information, to listen for specific information, to write a short article about your pet Vocabulary: Adjectives (<i>unusual, long, short, hard, sharp, afraid</i>)	
6d	110
Lesson objectives: To express fear Vocabulary: <i>I'm afraid of ...</i> , <i>Get it away from me!</i> <i>Are you sure it's safe?</i> <i>Oh my goodness!</i> <i>Don't be silly,</i> <i>Would you like to try?</i>	
Across Cultures	111
Lesson objectives: To read and talk about national animals from around the world, to listen and read for specific information, to write about your national animal, to pronounce /ɔ:/, /ɑ:/ Vocabulary: Verbs (<i>hop, kick</i>); Nouns (<i>claws, bamboo, forests, meat, grasslands, plants</i>); Adjectives (<i>national, round, strong, hard</i>)	
CLIL TIME: Science	112
Lesson objectives: To learn about birds, to do a quiz, to write a quiz Vocabulary: Birds (<i>parrot, pelican, owl, bluebird, swan, pigeon, hawk</i>); Verbs (<i>keep, spread, build</i>); Nouns (<i>world, insects, nests, seeds</i>); Phrase (<i>under control</i>); Preposition (<i>during</i>)	
Fun Time 6	113
Lesson objectives: To test skills acquired and knowledge attained throughout the module, to complete a crossword, to listen for specific information, to do a quiz, to write a quiz	
Monstertrackers! (Episode 6)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about giant spiders Vocabulary: Nouns (<i>spider, jungle, hammock, web, curtains, hut, forest</i>); Verb (<i>hate</i>)	
Self-Check 6	114

Module 6

▶▶ What's in this module?

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

Find the page numbers for

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

Answer Key

a quiz (p. 112)

Do you like to do quizzes? Are you good at quizzes?

a crossword puzzle (p. 113)

Where can you find a crossword puzzle? Are you good at crossword puzzles?

a song (p. 113)

What songs do you like? What songs do you know about birds?

2 To practise vocabulary for animals

- Play the recording. Ss listen and identify which animals they hear and write the names of the animals in their notebooks.
- Check Ss' answers.

Answer Key

cow, horse, duck, chicken, sheep, elephant

Vocabulary

1 To present vocabulary for animals

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

- Explain the task and write the headings on the board. Explain/Elicit the meaning of any unknown words (*e.g. farm – a place to raise animals to sell for meat, the wild – a place where animals are free*).
- Go through the examples and then elicit which animals go under which headings.
- The Ss complete the task in their notebooks.
- Check Ss' answers.

Answer Key

domestic: *sheep, cow, horse, duck, chicken*

wild: *fox, squirrel, bear, eagle, chimpanzee, rabbit, elephant, duck, horse*

pet: *horse, rabbit, hamster*

6a

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

- Direct Ss' attention to the pictures and ask if they know the names of these fish or anything about them.
- Ss think of three questions about the fish and write them in their notebooks.
- Play the recording. Ss listen and follow the text in their books and check if their questions were answered.

Suggested Answer Key

*Is the puffer fish dangerous? Yes. It is a poisonous fish.
Can the puffer fish swim fast? No, it can't.
Where does the parrotfish live? The parrotfish lives near coral reefs.*

2 Aim To read for specific information

- Allow Ss some time to read the text again and answer the questions orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box and draw Ss' attention to the **Did you know** box.
- Check Ss' answers.

Answer Key

- 1 They are small and round with spikes.
- 2 They puff themselves up like a big balloon and frighten other fish away.
- 3 It looks like a parrot's beak.
- 4 They live near coral reefs.
- 5 They sleep under or between rocks.

3 Aim To consolidate information in a text

- Allow Ss a minute to go through the texts. Ss close their books.
- Ss work in pairs and talk about the texts and say what they remember from each one.
- Ask various pairs to report back to the class.

Suggested Answer Key

*Puffer fish are poisonous. They have spikes. They are clumsy but clever.
Parrotfish have a lot of teeth. They live near coral reefs. They hide under rocks.*

4 Aim To present vocabulary for animals body parts

- Draw Ss' attention to the pictures and ask them to identify the vocabulary presented in the exercise.
- Elicit the L1 equivalents.

(Ss' own answers)

5 Aim To consolidate the vocabulary about animal body parts

- Allow Ss time to read through the sentences and choose the correct options and write their answers in their notebooks.
- Ask various Ss around the class to read out their answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 b | 3 a | 5 a |
| 2 a | 4 b | 6 a |

GAME

Ss play in pairs. One S asks and the other answers. The Ss who name the animal first are the winners.

6 Aim To write a fact file

- Assign the task as HW and tell Ss they can find information on the Internet or in an encyclopaedia or other reference books to use to help them write their fact files.
- Check Ss' answers by asking various Ss to read their fact files out to the class.

Suggested Answer Key

*Name: penguin
Colour: black and white
Has got: thick feathers, big body, wings, small head, long beak
It is 0.5 metres tall and weighs about 30 kilos.
Eats: fish
Lives for: about 20 years
Penguins are black and white. They have got thick feathers, a big body, wings, a small head and a long beak. They are 0.5 metres tall and weigh about 30 kilos. They eat fish and they live about 20 years.*

6b

1 Aim To learn and understand the position of adverbs of frequency in sentences

- Explain the task and ask various Ss to read out the sentences.
- Ask questions to elicit the information to complete the rule – e.g. Which word is the verb in the first sentence? (are) Which is the adverb of frequency? (always) Where is the adverb of frequency in the first sentence, before or after the verb? (after) Which word is the verb in the second sentence? (eat) Which is the adverb of frequency? (usually) Where is the adverb of frequency in the second sentence, before or after the verb? (before) Continue like this with all the sentences.

Module 6

- Ss complete the rule in their notebooks.
- Check Ss' answers.

Answer Key

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

2 **Aim** To consolidate the meaning of adverbs of frequency

- Explain that the percentages relate to the level of frequency and elicit the adverbs to complete the table from various Ss around the class. Write the completed table on the board for the Ss to copy in their notebooks.
- Elicit the L1 equivalents.

Answer Key

0%	never	75%	usually
25%	sometimes	100%	always
50%	often		

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

- Explain the task and allow Ss some time to complete the sentences about themselves in their notebooks.
- Check Ss' answers.

Suggested Answer Key

- 1 I **often** walk to school.
- 2 My parents **never** go to the cinema.
- 3 I **always** meet my friends after school.
- 4 My mum **always** cooks dinner.
- 5 I **always** have a shower in the morning.

4 **Aim** To talk about habits using adverbs of frequency

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

Suggested Answer Key

- A: How often do you go swimming?
 B: I usually go swimming on Saturdays.
 A: How often do you watch TV?
 B: I always watch TV in the evening.
 A: How often do you play tennis?
 B: I never play tennis.
 A: How often do you tidy your room?
 B: I always tidy my room on Saturdays.
 A: How often do you go to the theatre?
 B: I sometimes go to the theatre.
 A: How often do you get up early?
 B: I always get up early.
 A: How often do you go to bed late?
 B: I sometimes go to bed late.

5 a) **Aim** To present prepositions of time

- Go through the box and explain the use of prepositions of time.
- Check Ss' understanding by saying different times and eliciting the correct prepositions from Ss around the class.

T: night | T: July
 S1: at night | S2: in July etc

b) **Aim** To practise using prepositions of time

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

Answer Key

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

6 **Aim** To present question words and consolidate their meaning through translation

- Ss close their books. Write all the question words on the board. Give an example for each question word and explain when each word is used.
Who is that man? He's Mr Jones. (**people**)
What is it? It's a pencil. (**things**)
Where are my keys? They're in your bag. (**place**)
What time do you get up? At 7 am. (**time**)
Why are you crying? Because I can't find my keys. (**reason**)
When is your birthday? In March. (**time**)
How does she drive? Carefully. (**manner**)
How often do you go out? Twice a week. (**frequency**)
How many sisters have you got? Two. (**number**)
How long is an elephant's trunk? About 1.5 metres. (**length**)
- Do a quick drill to practise question words. Give Ss prompts and ask them to give you the corresponding question word, as in the example.
Suggested prompts: at school, Peter, on Monday, twice a week, 7:30, at the cinema, a pencil etc.

T: at school | T: Peter
 S1: where | S2: who etc

- Ss open their books. Allow Ss some time to complete the task in their notebooks.
- Play the recording. Ss listen and check their answers. Then elicit the L1 equivalents.

(Ss' own answers)

Answer Key

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

7 **Aim** To practise using question words

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

Answer Key

- | | | | |
|-------|----------------|-------|----------------|
| 1 c | What | 5 g/a | How long/Where |
| 2 f | How much | 6 e | How |
| 3 b | What | 7 d | How many |
| 4 a/g | Where/How long | | |

8 **Aim** To practise asking questions

- Explain the task and allow Ss two minutes to read the text. Explain any unknown words.
- Ask a pair of Ss to read out the example question and answer. Explain that Ss can refer to Ex. 7 to help them formulate questions.
- In closed pairs Ss ask and answer questions using question words. Monitor the activity around the class. Choose some pairs to say their exchanges.

Suggested Answer Key

- A: ... Grey. What do they look like?
 B: They have got a round head, small eyes, fluffy ears and a black nose. When do they sleep?
 A: During the day. How long do they sleep?
 B: They often sleep 18-20 hours a day. What do they eat?
 A: Eucalyptus leaves. How tall are they?
 B: They are about 70 cm tall. How much do they weigh?
 A: They often weigh about 10 kilos. What can they do?
 B: They can swim. How long do they live?
 A: They live about 18 years.

6c

1 **Aim** To brainstorm for types of pets

- Allow Ss one minute to write down as many pets as they can think of and then compare their lists with their partner.
- Write the answers on the board. Ss check their answers.

Suggested Answer Key

hamster, horse, snake, iguana, rabbit, parrot, mouse, etc

2 **Aim** To read for specific information

- Read the first sentence of the text aloud and then play the recording for Ss to listen and follow the text in their books.
- Allow Ss some time to answer the questions orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 Kheng is a crocodile.
- 2 It has got short legs, hard scales and very sharp teeth.
- 3 No, it can't.
- 4 Kheng eats a lot of meat.
- 5 Kheng sleeps beside Prayoon's bed every night.
- 6 Because Kheng sleeps next to his bed every night.

3 **Aim** To understand the word order of adjectives

- Read the **Study Skills** box aloud and if necessary give further examples. (e.g. My dog is big. It has got black fur. etc)
- Allow Ss time to complete the task in their notebooks.
- Check Ss' answers around the class.

Answer Key

- 1 My rabbit is white.
- 2 Joe's dog has got thick fur.
- 3 My parrot is yellow.
- 4 My cat has got big ears.
- 5 Your horse is beautiful.

4 **Aim** To listen for specific information

- Go through the **Study Skills** box and then ask Ss to read the questions and the answer options.
- Play the recording. Ss listen and choose the correct answers and write them in their notebooks. Play the recording again and Ss check their answers.

Answer Key

- 1 A 2 C 3 B 4 A

AUDIOSCRIPT

- 1 **Miss Williams:** ... and all of these animals live in the sea. Kelly, what can you tell me about dolphins?
Kelly: Errm, they live in the sea and they eat fish ... and ... they're very clever, Miss!
Miss Williams: Yes, good. Now, what can you tell me about their babies? Mark, when do dolphins have their babies ...
- 2 **A:** Oh, it's so cute!
B: I know! Look at its long ears and funny little tail!
A: It's got such soft fur. What does it eat?
B: It loves carrots. Just like Bugs Bunny!
A: Ooh ... I want one!
- 3 **Mr Smith:** ... well, her ears are fine and there's nothing wrong with her teeth ... so ... everything looks OK. Just remember that hamsters need a little bit more care when they're having babies ... make sure you give her the right food.
Anna: OK, thank you Mr Smith.
Mr Smith: I can give you some vitamins for her. And I'd like you to bring her back after the babies are born ...

Module 6

- 4 **Tom:** Look, Sue! The elephants!
Sue: Oh, wow! They're amazing! Look at that one – it's got its trunk on the keeper's head!
Tom: Can we feed them?
Sue: No. It says there 'Please do not feed the animals'.
Tom: Come on, let's go and get a closer look.

5 **Aim** To practise note-taking and talking about your pet

- Explain the task and ask Ss to write brief answers in their notebooks.
- Ask various Ss to talk about their pet using their notes.

Suggested Answer Key

- 1 It's a rabbit.
- 2 Snowy.
- 3 It's two years old.
- 4 It is white. It has got a small round body, small eyes, long ears and short legs.
- 5 It can run and jump.
- 6 Because it was my parents' present to me.
- 7 I love it and care about it.

6 **Aim** To write an article about your pet

- Explain the task and assign it as HW.
- Encourage Ss to stick a picture to illustrate their piece of writing. Ask some Ss to read their text to the class.

Suggested Answer Key

I've got a pet rabbit. Its name is Snowy and it is two years old. It is white. It has got a small round body, small eyes, long ears and short legs. It can run and jump. Snowy is very special to me because he was my parents' present to me. I love it and care about it a lot.

6d

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

- Explain the task. Ss read the sentences and say what they think the dialogue is about (*a strange pet sb has that frightens their friend*).
- Play the recording. Ss listen and follow the text in their books.
- Ask various Ss to say the L1 equivalents for the phrases.

(Ss' own answers)

2 **Aim** To read for specific information

Allow Ss time to read the dialogue again and answer the questions orally or in writing in their notebooks.

Answer Key

- 1 a baby wolf spider
- 2 three months old
- 3 He thinks it's cute.
- 4 No, she doesn't. She's afraid of spiders./ She thinks it's dangerous.

3 **Aim** To learn synonymous phrases

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

Answer Key

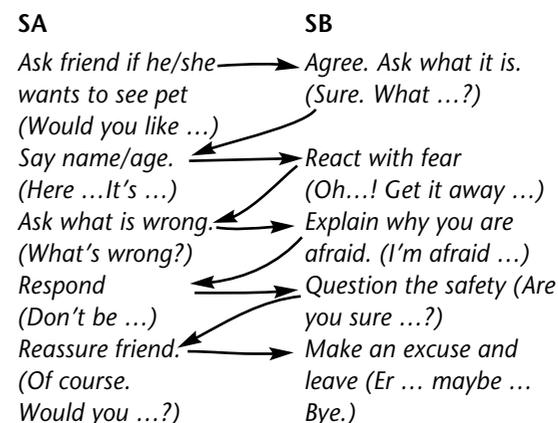
- 1 Oh my goodness!
- 2 What's wrong?
- 3 I'm afraid of spiders.
- 4 Would you like to try?

4 **Aim** To act out a dialogue

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

5 **Aim** To practise role-playing

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



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

Suggested Answer Key

- A: Would you like to see my pet?
 B: Sure. What is it?
 A: Here, look. It's a python. It's two years old.
 B: Oh my goodness! Get it away from me!
 A: What's wrong?

B: I'm afraid of snakes.
 A: Don't be silly!
 B: Are you sure it's safe?
 A: Of course. Would you like to hold it?
 B: Er... maybe another time. Bye.

- Elicit other words with the same sounds from Ss around the class.

Suggested Answer Key

/ɔ:/: perform, horns /ɑ:/: sharp, start

Across Cultures

1 Aim To introduce the topic

- Direct Ss' attention to the animals in the pictures and the countries and elicit how they may be related (*the animals are the national animals of the countries*).
- Play the recording. Ss listen and follow the text in their books and check.

2 Aim To read for specific information

- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Allow Ss some minutes to read the text again and complete the task in their notebooks.
- Check Ss' answers and elicit corrections for the false statements.

Answer Key

- F They have got short arms.
- F They eat plants.
- F They have got small ears.
- T

3 Aim To write a short text about your national animal

- Explain the task and assign it as HW. Elicit what the national animal of your country is.
- Refer Ss to the Internet, encyclopaedias or other reference books to find information to answer the questions. Ask Ss to present the animal to the class.

Suggested Answer Key

The white-tailed eagle is the national animal of Poland. It is a large bird with long wings, a large head and a thick beak. It has got black feathers and a white tail. It lives near lakes and rivers. It eats fish, birds and small animals, such as rabbits. It can fly very high and build huge nests in trees or on cliffs.



4 Aim To pronounce /ɔ:/, /ɑ:/

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay special attention to Ss' pronunciation and intonation and correct as necessary.

CLIL TIME: Science

1 Aim To present new vocabulary

- Draw Ss' attention to the pictures.
- Play the recording. Ss listen and repeat, either chorally or individually.
- Explain/Elicit the meanings of *forest, city, mountain, coast, lake* and initiate a class discussion to match the birds to the places they live.

Answer Key

*In the forest: parrot, owl, bluebird
 In the mountains: hawk
 In the city: pigeon
 On the coast: pelican
 At a lake: swan*

2 Aim To recognise bird sounds and match them to birds

- Explain the task and play the recording. Ss listen and match the sounds to the birds.
- Ss complete the task in their notebooks.
- Check Ss' answers.

Answer Key

1 pigeon 3 parrot
 2 owl 4 hawk

Not heard: pelican, bluebird, swan

3 Aim To do a quiz

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

Answer Key

1 A 4 C
 2 A 5 A
 3 wings, feathers 6 They keep insects under control.

- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box and then read the rhyme aloud and elicit what Ss think it means.

4 Aim To prepare a short quiz about birds

- Explain the task and refer Ss to the Internet, encyclopaedias or other reference books to find the information to help them write their quiz.

Module 6

- Encourage Ss to visit the website given.

Write: 1 All birds can fly. True False

- Ask Ss to use this as an example in order to prepare their quizzes. Assign the task as HW and check in the next lesson.

Answer Key

False

Suggested Answer Key

	True	False
1 Birds have got teeth.	<input type="checkbox"/>	<input type="checkbox"/>
2 Birds have got feathers on their legs.	<input type="checkbox"/>	<input type="checkbox"/>
3 Birds have cold blood.	<input type="checkbox"/>	<input type="checkbox"/>
4 Birds sleep in the winter.	<input type="checkbox"/>	<input type="checkbox"/>
5 Birds can see very well.	<input type="checkbox"/>	<input type="checkbox"/>
6 Owls and hawks help farmers because they eat mice.	<input type="checkbox"/>	<input type="checkbox"/>
7 Most birds live in one place all their lives.	<input type="checkbox"/>	<input type="checkbox"/>
8 Some birds go to warm places in the winter.	<input type="checkbox"/>	<input type="checkbox"/>

Key: 1 F 2 F 3 F 4 F 5 T 6 T 7 F 8 T

Fun Time 6

1 **Aim** To practise the vocabulary taught in this module

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

Answer Key

Across	Down
3 sheep	1 horse
5 cow	2 chimpanzee
7 squirrel	4 chicken
8 hamster	6 bear
10 eagle	9 elephant
11 rabbit	

2 **Aim** To revise elements presented in this module

- Explain the task. Allow Ss some time to complete the task in their notebooks.
- Alternatively, you may allow Ss to review the module and find the relevant information to mark the statements correctly in their notebooks.
- Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 T 5 T 6 T 7 F 8 F

3 **Aim** To practise vocabulary and grammar taught in this module

- Explain the task and allow Ss time to look through Module 6 and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. [e.g. Penguins can swim. (T)]
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- Goats have got horns. (T)
- Octopuses have got two hearts. (F)
- Pink dolphins are friendly. (T)
- Kangaroos live in Australia. (T)
- A crocodile has got scales. (T)
- Koalas sleep during the night. (F)
- Flamingos live in Mexico. (T)
- The Puffer fish is poisonous. (T)

4 **Aim** To revise vocabulary and listen and read for specific information

- Ss complete the task in their notebooks. Ask some Ss to read their lists aloud.
Suggested List: tiger, hamster, elephant, bear, chicken, flamingo, rabbit, eagle, squirrel, cow, sheep, horse, parrot etc
- Play the song. Ss listen and follow the song in their books and say which animals are mentioned.

Answer Key

tigers, panda, chimpanzees, rhinos, giraffes, kangaroo, spider, koala

- Play the recording again for Ss to sing along.

Monstertrackers! (Episode 6)

1 **Aim** To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 **Aim** To read for specific information

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

Answer Key

- 1 *Venezuela.*
- 2 *giant spiders.*
- 3 *He hates spiders.*
- 4 *A huge spider's web.*
- 5 *Very big.*

3 **Aim** To check the meaning of some words

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

Answer Key

- | | | |
|-------------------|-----------------|------------------|
| 1 <i>spider</i> | 4 <i>forest</i> | 7 <i>hammock</i> |
| 2 <i>curtains</i> | 5 <i>hate</i> | 8 <i>web</i> |
| 3 <i>hut</i> | 6 <i>jungle</i> | |

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

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

- | | | |
|-----------------|---------------|--------------|
| 4 1 <i>When</i> | 3 <i>Who</i> | 5 <i>How</i> |
| 2 <i>Where</i> | 4 <i>What</i> | |

- | | | | | |
|---------------|-------------|-------------|-------------|-------------|
| 5 1 <i>at</i> | 2 <i>at</i> | 3 <i>in</i> | 4 <i>at</i> | 5 <i>on</i> |
|---------------|-------------|-------------|-------------|-------------|

- 6 1 *Wolves usually live in forests.*
- 2 *Squirrels always sleep during the winter.*
- 3 *Lions sometimes attack people.*
- 4 *Giraffes never eat meat.*

- | | |
|------------------------|-----------------------------------|
| 7 1 <i>What is it?</i> | 3 <i>I'm terrified of snakes.</i> |
| 2 <i>Oh no!</i> | 4 <i>Get it away from me!</i> |

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact

Self-Check 6

- | | | |
|-------------------|---------------------|-----------------|
| 1 1 <i>eagle</i> | 3 <i>sheep</i> | 5 <i>parrot</i> |
| 2 <i>elephant</i> | 4 <i>chimpanzee</i> | |

- 2 *domestic: horse, duck*
wild animals: eagle, crocodile, squirrel, dolphin, tiger, duck, koala
pet: horse, rabbit, hamster

- | | | |
|------------------|---------------|--------------|
| 3 1 <i>claws</i> | 3 <i>fur</i> | 5 <i>fox</i> |
| 2 <i>bear</i> | 4 <i>duck</i> | |

Module

7

Weather & clothes

Topic	
In this module Ss will explore the topics of weather conditions and clothes and accessories.	
Module page	115
Lesson objectives: Overview of the module, to talk about the weather Vocabulary: Seasons (<i>winter, spring, summer, autumn</i>) Months (<i>January, February, March, April, May, June, July, August, September, October, November, December</i>); Weather (<i>raining, snowing, foggy, hot, cold, cloudy, sunny, warm, windy, freezing</i>)	
7a	116-117
Lesson objectives: To read for specific information, to learn about the weather, to learn seasonal activities, to make suggestions, to talk about the weather, to write about your favourite season and seasonal activities Vocabulary: Activities (<i>go skiing, play computer games, go camping, go kitesurfing, go bowling, go windsurfing, do exercises, go swimming, make a snowman, play basketball</i>); Weather (<i>cloudy, windy, sunny, raining, snowing, boiling hot, hot, warm, cool, chilly, cold, freezing cold</i>); Verbs (<i>sunbathing, get back</i>); Nouns (<i>sandcastle, beach volleyball</i>); Adjective (<i>lovely</i>); Pronoun (<i>others</i>)	
7b	118-119
Lesson objectives: To learn the present continuous, to compare the present simple and the present continuous	
7c	120-121
Lesson objectives: To read and talk about clothes, to predict the content of a text, to read for specific information, to express likes and dislikes, to listen for specific information, to describe your family and friends Vocabulary: Clothes (<i>hat, belt, socks, suit, coat, shirt, tie, trainers, jacket, T-shirt, dress, shorts, sandals, top, boots, jumper, jeans, gloves, skirt</i>); Verbs (<i>create, use, attract, earn, take hours, fit</i>); Noun (<i>creations</i>); Adjective (<i>wrong</i>); Likes/Dislikes (<i>I love it, I like it, I don't really like it, It's great, It's horrible, It's OK, It's fabulous</i>)	
7d	122
Lesson objectives: To learn the language of buying clothes and accessories Vocabulary: <i>So, what do you think? I think they're great. Do you think so? They look really nice on you. Yes, but I prefer them in black. Do you think they're expensive? How much do they cost? OK, then. I'll take them.</i>	
Across Cultures	123
Lesson objectives: To read and talk about uniforms around the world, to read for specific information, to write about a person who wears a uniform in your country Vocabulary: Verbs (<i>protect, spot, guard</i>); Nouns (<i>uniform, palace, sight, boots</i>); Adjective (<i>handsome</i>); Phrase (<i>comes to mind</i>)	
CLIL TIME: Literature	124
Lesson objectives: To read a poem and learn about mood Vocabulary: Verbs (<i>blowing, falling</i>); Nouns (<i>ground, pitter-patter</i>); Adjectives (<i>happy, sad, relaxed</i>)	
Fun Time 7	125
Lesson objectives: To test skills acquired and knowledge attained throughout the module, to complete a dialogue, to read for specific information, to do a quiz, to write a quiz	
Monstertrackers! (Episode 7)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about the Worm Monster Vocabulary: Nouns (<i>volcano, camera, waterfall, worm, shore, lake, fog</i>)	
Self-Check 7	126

►► **What's in this module?**

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

Find the page numbers for

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

Answer Key

a weather chart (p. 117)
What is a weather chart? What does it show?
How do you find out about the weather?

postcards (p. 116)
Why do people send postcards? Do you send postcards when you are on holiday? Who do you send them to? Do you buy postcards when you visit a place?

a poem (p. 124)
Do you like poems? Can you write poems? What is your favourite poem? Do you learn about poetry at school?

clothes (pp. 120-121)
What clothes do you like to wear? What are your favourite clothes? What clothes do you wear at school?

Vocabulary

1 **Aim** To present vocabulary for seasons and months

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from Ss around the class and then ask various Ss around the class to say which month their birthday is.

(Ss' own answers)

2 **Aim** To present vocabulary for the weather

- Direct Ss' attention to the drawings and then ask Ss to read the phrases 1-10. Ss complete the task in their notebooks.
- Play the recording. Ss listen and check their answers.

Answer Key

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

3 **Aim** To practise vocabulary for the weather

- Talk about the weather in your country with the class by asking questions (*e.g. What is the weather like outside? Is it usually like this in spring/summer etc?*) and then ask various Ss around the class to complete the sentences.

Suggested Answer Key

2 *warm and sunny* 3 *hot* 4 *cloudy*

- Elicit today's weather.

Suggested Answer Key

It is warm and sunny today.

7a

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

- Draw Ss' attention to the texts and ask two Ss to read out the first sentence in each one.
- Elicit the text type and then ask Ss to read the sentences again and say where each person is.

Answer Key

They are postcards.

Emily is in Austria and Leslie is in Australia.

2 Aim To listen and read for gist

- Ask Ss to skim through each postcard again and elicit which picture matches each postcard and then ask Ss to say the sentence which best describes each picture.
- Play the recording. Ss listen and check their answers.

Answer Key

1, 2 A *Angela and Ben are making a snowman and the other children are skiing.*

3, 4 C *The children are making a sandcastle. Laura and Kelly are windsurfing.*

3 Aim To read for specific information

- Allow Ss some time to read the texts and answer the questions orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

1 *Leslie is sunbathing.*

2 *Laura and Kelly are windsurfing.*

3 *Angela and Ben are making a snowman.*

4 *It's snowing and it's freezing cold.*

Background information

Austria is a country in Europe which has borders with Germany, the Czech Republic, Slovakia and Hungary. The capital city is Vienna. The population is about 8 million and the people speak German.

4 Aim To paraphrase a text

Explain the task and ask Ss to talk about Leslie and Emily.

Suggested Answer Key

Leslie is in Australia. It's hot and sunny and she is at the beach. She's sunbathing now.

Emily is in Austria. It's snowing and it's freezing cold. She's having a hot chocolate.

5 Aim To learn the vocabulary for seasonal activities

- Allow Ss some time to complete the task in closed pairs or in writing in their notebooks.
- Check Ss' answers by asking various Ss to read their answers aloud.
- Ss then say how often they do these activities.

Answer Key

play computer games

do exercises

go camping

go swimming

go kitesurfing

make a snowman

go bowling

play basketball

go windsurfing

Suggested Answer Key

I sometimes go bowling in the winter. I usually go swimming in the summer. I never go camping in winter.

6 Aim To make suggestions

- Explain the task and ask two pairs of Ss to read out the example exchanges in the box.
- Explain the situation and then Ss ask and answers in closed pairs.
- Monitor the activity around the class and then ask some pairs to act out their exchanges for the class.

Suggested Answer Key

A: *Let's go camping.*

A: *Let's go kitesurfing.*

B: *I'm sorry, I can't.*

B: *Great!*

A: *Shall we play basketball?*

A: *Shall we go windsurfing?*

B: *That's a good idea.*

B: *I'm afraid I can't. etc*

7 Aim To talk about the weather

- Draw Ss' attention to the chart. Explain the symbols and ask two Ss to read out the example exchange.
- Ask Ss to look up the various temperatures on the thermometer to see the weather conditions. Explain the example exchange (*e.g. 20°C means it is warm according to the thermometer and the symbol means it is sunny so we know it is warm and sunny in Athens.*). Ss complete the task in open pairs.

Answer Key

- | | |
|--|--|
| A: <i>What's the weather like in London today?</i> | A: <i>What's the weather like in Dublin today?</i> |
| B: <i>It's chilly and windy.</i> | B: <i>It's cold and cloudy.</i> |
| A: <i>What's the temperature in London today?</i> | A: <i>What's the temperature in Dublin today?</i> |
| B: <i>It's 10°C./It's 50°F. It's chilly.</i> | B: <i>It's 5°C./It's 41°F. It's cold. etc</i> |

Background information

Celsius is a scale used to measure temperature. It is named after the Swedish astronomer Anders Celsius (1701–1744). The scale goes from 0°C (freezing point) to above 100°C (boiling point).

The German physicist Daniel Gabriel **Fahrenheit** (1686–1736) developed the Fahrenheit temperature scale. This scale is used for non-scientific purposes in the United States. On this scale freezing point is 32°F and boiling point is 212°F.

Athens is the capital of Greece. It is one of the world's oldest cities. It has a population of about 3.7 million. It is named after the Greek goddess Athena and it is home to many ancient sites including the Acropolis.

London is the capital of England and the United Kingdom. It has got a population of about 8 million. The River Thames runs through it. It is home to the Royal Family and many landmarks including Buckingham Palace and Big Ben.

Dublin is the capital of Ireland. It has got a population of about 500,000. It is next to the River Liffey. Some famous writers come from Dublin including Oscar Wilde and Bram Stoker.

Rome is the capital of Italy and the country's largest city. It has a population of over 2.7 million. It is on the Tiber river and has lots of historic monuments including the Colosseum and the Pantheon.

Warsaw is the capital and largest city of Poland. It is on the Vistula river and has a population of around 1.7 million. It is the birthplace of the famous composer Frederick Chopin and a UNESCO World Heritage Site.

Glasgow is the largest city in Scotland. It has a population of 620,000. It is on the River Clyde and it is famous as a centre for shipbuilding and engineering.

Vienna is the capital of Austria. It has got a population of around 1.7 million. It is very close to the Alps and is a UNESCO World Heritage Site.

Paris is the capital city of France. It is a large city and has a population of 2.2 million. The River Seine runs through it and it is home to some famous landmarks including the Eiffel Tower and the Arc de Triumph.

8 Aim To write about your favourite season

- Ask the questions one at a time.
- Choose various Ss to answer them. Then allow Ss time to write their paragraphs in their notebooks.
- Ask various Ss around the class to present their piece of writing to the class.

Suggested Answer Key

My favourite season is summer. The weather is hot and sunny. I usually go swimming in the sea or I go camping on the beach.

7b

1 Aim To present the present continuous affirmative

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

Answer Key

We form the present continuous with: subject pronoun/noun + am/is/are + main verb + -ing

2 Aim To practise using the present continuous

- Explain the task and read out the example.
- Allow Ss time to complete the task in their notebooks and then check Ss' answers.
- Elicit which season the sentences best describe (*summer*).

Answer Key

- | | | |
|---|--|----------|
| 1 | <i>F</i> | |
| 2 | <i>Claire is cooking dinner.</i> | <i>D</i> |
| 3 | <i>Tony is reading a book.</i> | <i>A</i> |
| 4 | <i>My little brother is eating an ice cream.</i> | <i>B</i> |
| 5 | <i>Mum and Dad are shopping for souvenirs.</i> | <i>C</i> |
| 6 | <i>We are making a sandcastle.</i> | <i>E</i> |

3 Aim To present the present continuous negative

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

Module 7

- Ss open their books. Ask them to read the table and then elicit the L1 equivalents for the examples.

(Ss' own answers)

4 **Aim** To practise the present continuous negative and affirmative

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

Answer Key

- isn't running. She's reading.*
 - aren't swimming. They're making sandcastles.*
 - isn't reading. He's sleeping.*
 - aren't making sandcastles. They're eating sandwiches.*
 - isn't eating. It's running.*
- As an extension ask Ss to describe the picture. (e.g. *Jean is reading a book. The boys are making sandcastles. Mary and Stella are eating. Jim is sleeping. The dog is running. John is swimming.*)

GAME

Ss are divided into two teams. The team that is quicker to give the right answer is the winner.

5 **Aim** To present the present continuous interrogative

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

Answer Key

We form the interrogative form of the present continuous with: *Am/Is/Are + subject pronoun/noun + main verb + -ing.*

6 **Aim** To practise asking and answering questions using the present continuous

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

Answer Key/Suggested Answer Key

- Is your teacher talking right now? Yes, he is.*
- Are you having an English lesson now? Yes, I am./ Yes, we are.*

- Are your friends playing football now? No, they aren't.*
- Are you wearing shorts now? No, I'm not.*

GAME

Ss take turns to mime an activity while the rest of the class try to guess using the present continuous. Ss can get ideas from Exs. 4 and 6.

7 **Aim** To compare the present simple and the present continuous

- Ss close their books. Write on the board: *I watch TV in the evening. I am watching TV now.* Elicit the tense of each sentence (*watch: present simple, am watching: present continuous*) and which sentence describes a habit or routine (*first*) and which one describes an action happening now (*second*).
- Ss open their books. Ask them to read the theory and give the L1 equivalents for the example sentences.

(Ss' own answers)

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

- Explain the task and allow Ss some time to complete the postcard in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|---------------------|-----------------------|----------------------|
| 1 <i>are having</i> | 6 <i>dance</i> | 11 <i>is singing</i> |
| 2 <i>celebrate</i> | 7 <i>go</i> | 12 <i>is playing</i> |
| 3 <i>lasts</i> | 8 <i>is raining</i> | 13 <i>is</i> |
| 4 <i>is</i> | 9 <i>are sitting</i> | |
| 5 <i>wear</i> | 10 <i>are waiting</i> | |

7c

1 **Aim** To learn the vocabulary for clothes and accessories

- Play the recording. Ss listen and repeat either chorally or individually. Elicit the L1 equivalents.
- Ask Ss to write the headings in their notebooks and group the words under them. Write the answers on the board. Ask Ss to check their answers.

(Ss' own answers)

Answer Key

Clothes: *socks, suit, coat, shirt, jacket, dress, T-shirt, shorts, top, jumper, jeans, skirt*
Shoes: *trainers, sandals, boots*
Accessories: *hat, belt, tie, gloves*

Module 7

Answer Key

They are talking about choosing sunglasses for Beth.
They are talking about which colour to choose and how much they cost.

3 **Aim** To read for specific information

- Allow Ss time to read the dialogue again and answer the questions orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 She is trying on sunglasses.
- 2 She wonders if they are expensive.
- 3 She prefers black.
- 4 They are £70.
- 5 She decides to buy the sunglasses.

4 **Aim** To learn synonymous phrases

- Elicit the L1 equivalents for the phrases in Ex. 1 from various Ss around the class.

(Ss' own answers)

- Read out the phrases 1-4. Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

- 1 So, what do you think?
- 2 Do you think they are expensive?
- 3 How much do they cost?
- 4 That's not too bad.

5 **Aim** To read out a dialogue to improve pronunciation & intonation

- Play the recording for Ex. 2 again. Ask Ss to pay attention to pronunciation and intonation. Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some groups to read out the dialogue in front of the class.

6 **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 3 as a model as well as the phrases in Ex. 1 and 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.

SA

Ask opinion
(So, what do ...?)
Ask for clarification
(Do you think ...?)
Express like/dislike
(Hmm. They're ...)
Express preference & ask opinion about price
(I prefer ... Do you think ...?)
Say price
(They're ...)
Decide what to buy
(I'll ...)

SB

Give opinion
(I think they ...)
Express like/dislike
(Yes, I think ...)
Comment on other
(I like ...)
Ask price
(Why? How much ...?)
Give opinion on price
(That's ...)

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

Suggested Answer Key

- A: So, what do you think?
B: These trousers look really nice on you, Jane.
A: Do you think so?
B: Yes, I think they're fabulous. Look at the mirror.
A: Hmm. They're very nice.
B: I like the blue ones, too.
A: Yes, but I prefer them in brown. Do you think they're expensive?
B: Why? How much do they cost?
A: £85.
B: That's not too bad.
A: OK, then. I'll take them.

Across Cultures

1 **Aim** To recognise clothing items

- Draw Ss' attention to the pictures. Elicit what each person is. Explain any unknown words.
- Ss complete the task orally or in writing in their notebooks.
- Check Ss' answers.

Answer Key

- 1 The Queen's Guard.
- 2 The Russian Presidential Guard.
- 3 The Queen's Guard.
- 4 The Guard of the Kremlin.

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

- Allow Ss two minutes to read the text again and answer the questions orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box and check Ss' answers.

- Play the recording for Ss to listen to the text.
- Check Ss' answers.

Answer Key

- 1 They guard the Queen and the palace.
- 2 In London, standing outside Buckingham Palace.
- 3 They wear black trousers, a bright red jacket and a tall black hat.
- 4 At the Kremlin.
- 5 They guard the president of the Russian Federation.
- 6 They wear blue jackets with blue trousers and black boots.

3 Aim To practise role-playing

- Explain the situation and tell Ss to use the pictures in Ex.2 to help them.
- Ss work in pairs and begin the role play as in the example.
- Monitor the activity around the class. Ss may swap roles if they wish.
- Choose a pair of Ss to act out their dialogue in front of the class.

Suggested Answer Key

- A: Hi! It's me! London is great.
 B: Hi! What are you doing?
 A: I'm outside Buckingham Palace. I'm taking a photo of the Queen's Guards now.
 B: What do they look like?
 A: They are wearing black trousers, a bright red jacket and a tall black hat. Where are you?
 B: I'm in Moscow.
 A: What are you doing?
 B: I am taking a picture of a Russian Presidential Guard.
 A: What do the guards wear?
 B: They wear blue jackets with blue trousers and black boots. Their hats are blue and gold. They also wear gloves.

4 Aim To write a short description of people in uniform

- Explain the task and divide the class into small groups. Elicit what person each group will write about to avoid repetition.
- Assign the task as Hw and remind Ss to answer the questions in the rubric and to stick a picture.
- Check Ss' answers by asking various groups to present their work to the class.

Answer Key

The **Polish Navy** belongs to Poland's Armed Forces and is responsible for sea operations. Polish Naval Guards wear a dark blue uniform with a golden cord that goes down their chest. They also wear a white belt, white gaiters and black shoes. They wear white gloves and white caps.



CLIL TIME: Literature

1 Aim To relate a piece of music to a mood

- Explain the task and explain/ elicit the meanings of the adjectives.
- Play the recording. Ss listen and answer the questions in the rubric.

Suggested Answer Key

It is winter. Children are making snowmen. There is snow everywhere. It's freezing cold. I feel happy.

2 a) Aim To read for gist

- Read the words aloud.
- Ask Ss to read through the poem quickly and elicit what it is about.

Answer Key

The poem is about the four seasons and what happens during each season.

b) Aim To read for cohesion and coherence and listen for clarification

- Explain the task and allow Ss some time to read the poem carefully and complete the task in their notebooks.
- Play the recording for Ss to listen and check their answers.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

- | | | |
|-----------|----------|--------|
| 1 sky | 3 leaves | 5 snow |
| 2 insects | 4 wind | |

3 Aim To understand rhyme

- Explain the task. Write the words *here* and *clear* on the board. Elicit that two words rhyme as some part of them is pronounced the same way even though they are spelt differently and have a completely different meaning.
- Point out that usually rhyming words are placed at the end of a line in a poem.
- Allow some time for Ss to complete the task in their notebooks and then check Ss' answers.

Answer Key

here/clear, rain/again, comes/hum, now/brown, around/ground, hooray/play

4 Aim To consolidate Ss' comprehension of a poem

- Ss work in small groups and draw a picture.

Module 7

- Ask different groups to present their pictures to the class. Ss describe the activities shown in the picture (if any).

(Ss' own answers)

Fun Time 7

1 **Aim** To practise the vocabulary taught in this module

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

Answer Key

1 C 2 B 3 A 4 D

2 **Aim** To revise vocabulary taught in this module

- Explain the task. Allow Ss some time to read the questions and think of the correct information to answer the questions orally or in writing in their notebooks.
- Alternatively, you may allow Ss to review the module and find the relevant information to answer the questions.
- Check Ss' answers.

Answer Key

- 1 Four – winter, spring, summer and autumn.
- 2 January/February/March/April/May/June/July/August/September/October/November/December
- 3 They wear coats, boots and gloves.
- 4 It's bright red.
- 5 In the winter.
- 6 No, it's hot and sunny.

3 **Aim** To practise vocabulary/grammar taught in this module

- Explain the task and allow Ss time to look through Module 7 and think of quiz questions.
- Tell Ss they can use the quiz in Ex. 2 as a model. Give an example (e.g. *What months are in spring?*).
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- 1 Name three sports you say with 'go' (kitesurfing, swimming, windsurfing)
- 2 What do the Foot Guards do? (They guard the Queen and the palace.)
- 3 Who do the Russian Presidential Guards protect? (The president of the Russian Federation.)
- 4 What is the weather like at -10°C? (freezing cold)
- 5 When do you make a snowman? (In the winter.)
- 6 What does 'I'm in a fog' mean? (I don't know what to do.)

4 **Aim** To read for cohesion and coherence

- Go through the song and explain any unknown words. Ss complete the task in their notebooks.
- Play the recording for Ss to check their answers.

Answer Key

1 showers 3 bright 5 breeze
2 sky 4 ground 6 bare

- Play the recording again for Ss to sing along.

Monstertrackers! (Episode 7)

1 **Aim** To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 **Aim** To read for specific information

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

Answer Key

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

3 **Aim** To check the meaning of some words

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

Answer Key

1 volcano 4 worm 7 fog
2 camera 5 shore
3 waterfall 6 lake

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Ask different Ss to tell the summary of the story.

Answer Key

- | | | |
|--------------|----------|---------|
| 1 lake | 4 cold | 7 fog |
| 2 volcanoes | 5 camera | 8 shore |
| 3 waterfalls | 6 dark | |

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fact

Self-Check 7

- | | | | |
|---|------------|------------|------------|
| 1 | 1 sunny | 5 fabulous | 9 falling |
| | 2 freezing | 6 think | 10 blowing |
| | 3 sailing | 7 prefer | |
| | 4 floating | 8 uniforms | |
-
- | | | | |
|---|-----------|------------|-------|
| 2 | 1 strange | 3 shirts | 5 hat |
| | 2 dress | 4 December | |
-
- | | | |
|---|------------------------|----------------------|
| 3 | 1 don't want, am doing | 4 wears, is wearing |
| | 2 is playing, plays | 5 play, are watching |
| | 3 is talking, speaks | |
-
- | | |
|---|------------------------------|
| 4 | 1 is having, isn't swimming |
| | 2 are you doing, am reading |
| | 3 aren't watching, are doing |
| | 4 Is it raining, is snowing |
-
- | | |
|---|--------------------------------------|
| 5 | 1 It's great. |
| | 2 It's boiling hot. |
| | 3 How much are they? |
| | 4 Yes, but I prefer the one in blue. |

Module 8

Food

Topic	
In this module Ss will explore the topics of food & drinks and festivals.	
Module page	127
Lesson objectives: Overview of the module, to express likes and dislikes Vocabulary: Food (<i>chicken, yoghurt, garlic, grapes, butter, cheese, apples, oranges, lamb, cabbage, beef, rice, lettuce, potatoes, bread, corn, carrots</i>); Food groups (<i>fruit, meat, grains, dairy products, vegetables</i>)	
8a	128-129
Lesson objectives: To read for specific information, to learn about food & meals, to learn containers & partitives, to learn how to order food, to write about your taste in food Vocabulary: Food (<i>cereal, soup, sandwich, toast, milk, salad, pizza, pasta, cake, ice cream, crisps, biscuits</i>); Meals (<i>breakfast, lunch, dinner, dessert, snack</i>); Containers & partitives (<i>loaf, carton, slice, piece, bag, bottle, bar, glass, cup, bowl</i>); Verb (<i>try</i>); Nouns (<i>lettuce, pickle, brain, oil, salt, garlic</i>); Adjectives (<i>deep fried, crispy</i>); Phrase (<i>go mad</i>)	
8b	130-131
Lesson objectives: To learn about countable/uncountable nouns, to learn <i>a/an/some/any</i> , to talk about food, to learn <i>much/many/a lot of</i> , to talk about quantity, to learn how to use <i>can</i> for permission & ability	
8c	132-133
Lesson objectives: To read and talk about a restaurant, to predict the content of a text, to read for specific information, to answer a survey, to listen for specific information, to write an article about a restaurant Vocabulary: Verbs (<i>sounds, arrive</i>); Nouns (<i>science-fiction, commands, customers, batteries</i>); Adjective (<i>basic</i>); Phrase (<i>takes your orders</i>); Phrasal Verb (<i>bumping into</i>)	

8d	134
Lesson objectives: To order food and drinks Vocabulary: <i>Can I help you? I'd like a cheeseburger. Large or small? Would you like anything to drink? That's £4.20, please. Here you are.</i>	
Across Cultures	135
Lesson objectives: To read and talk about special dishes around the world, to read for specific information, to talk about a festival, to pronounce /g/, /dʒ/ Vocabulary: Verbs (<i>takes place, symbolise</i>); Nouns (<i>feast, patron saint, floats, stew, lamb, beef, bonfire, festival-goer, pancake</i>); Adjectives (<i>religious, golden</i>)	
CLIL TIME: PSHE	136
Lesson objectives: To learn about germs Vocabulary: Verbs (<i>fight, store</i>); Nouns (<i>germs, soap, surfaces, pots, pans, containers, chopping board, cooked food, dish cloths</i>); Adjectives (<i>dangerous, sick, simple</i>)	
Fun Time 8	137
Lesson objectives: To test skills acquired and knowledge attained throughout the module, to complete a food puzzle, to read for specific information, to do a quiz, to write a quiz	
Monstertrackers! (Episode 8)	
Lesson objectives: To read for pleasure, to listen for gist, to read for specific information, to tell a summary of a story, to read and talk about the Chupacabra Vocabulary: Nouns (<i>garage, goat, flat tyre, chicken, hotel</i>); Verbs (<i>glow, escape</i>)	
Self-Check 8	138

►► **What's in this module?**

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

- Ask two Ss to read out the example exchange and then ask Ss to ask and answer about food likes and dislikes in pairs, as in the example. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

(Ss' own answers)

Find the page numbers for

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

Answer Key

an advert for a restaurant (p. 133)

How often do you eat at restaurants? Have you got a favourite restaurant? Do your parents often eat at restaurants?

food art (p. 128)

What is food art? Can food be art?

a menu (p. 134)

Where can you see a menu like this? Is this the same as or different from a menu you can see in a fast restaurant in your country? Do you look at a menu before you order food?

Vocabulary

1 **Aim** To present vocabulary for food

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from Ss around the class and then ask Ss to write the headings in their notebooks.
- Explain/Elicit the meanings of any unknown words, then Ss write the words under the correct headings. Ss check with their partner.
- To check Ss' answers, write the headings on the board and then ask various pairs to say which words go under which headings.

Answer Key

fruit: grapes, oranges, apples

vegetables: cabbage, lettuce, potatoes, carrots, garlic

grains: rice, corn, bread

dairy products: butter, cheese, yoghurt

meat: chicken, beef, lamb

8a

1 Aim To describe pictures and introduce the topic

- Draw Ss' attention to the pictures and ask various Ss what they can see (*a sandwich, a dog in a bag*). Elicit/Explain what the pictures show and then ask Ss to guess if people can eat these.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

Yes, they can.

2 Aim To read for specific information

- Allow Ss some time to read the text and answer the questions orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- Two.
- Healthy food such as bread, cheese, meat, fruit and vegetables.
- The USA.
- She uses delicious ingredients such as chocolate and cream.

3 Aim To present vocabulary for dishes and meals

- Explain the task and any unknown words in the rubric and read out the example.
- Then ask various Ss around the class to make similar sentences.

Suggested Answer Key

*I usually eat cereal for breakfast.
I usually eat soup for lunch.
I usually eat a sandwich for lunch.
I usually eat toast for breakfast.
I usually eat salad for lunch.
I usually eat pizza for dinner.
I usually eat pasta for dinner.
I usually eat cake as a dessert.
I usually eat ice cream as a dessert.
I usually eat crisps as a snack.
I usually eat biscuits as a snack.*

4 Aim To present vocabulary for containers & partitives

- Explain the task and any unknown words in the rubric and then allow Ss some time to complete the task in their notebooks.

- Check Ss' answers.

Answer Key

- | | | |
|----------|---------|--------|
| 1 loaf | 5 bag | 9 bowl |
| 2 bottle | 6 slice | 10 bar |
| 3 carton | 7 piece | |
| 4 glass | 8 cup | |

5 Aim To practise ordering food

- Explain the task and ask two Ss to read out the example exchange.
- Ss complete the task in pairs using the food/drinks in Exs. 3 and 4.
- Monitor the activity around the class and then choose some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: What would you like to eat?
B: I'd like a salad and some pasta, please.
A: Anything to drink?
B: Just a glass of water, please.
A: Here you are.

6 Aim To write about your taste in food

- Explain the task and allow Ss some time to complete it in their notebooks.
- To check Ss' answers ask various Ss around the class to talk about their taste in food.

Suggested Answer Key

... pasta ... pizza ... fish ... tea ... coffee ... Ice cream

8b

1 Aim To present countable/uncountable nouns

- Ss close their books. Write on the board: *I've got an apple*. Underline *an apple*. Elicit/Explain that nouns like *apple* can be counted so we call them countable nouns (*e.g. an apple, two apples, three apples etc*).
- Write on the board: *I've got some bread*. Underline *some bread*. Point out that we cannot use *a/an* before the word *bread*. Explain that nouns like *bread* cannot be counted so we call them uncountable nouns.
- Ss open their books. Read out the theory box. Ss then write the headings into their notebooks and write the nouns under the correct headings. Write the answers on the board. Ss check their answers.

Answer Key

Countable: potato, biscuit, egg, apple, carrot, lemon, tomato

Uncountable: water, bread, meat, oil, tea

2 **Aim** To present *a/an/some/any*

- Read the theory aloud and explain/ elicit the use of *a/an/some/any*. Ask Ss to give you other examples. Point out the difference between using *any* in questions and *some* for requests.
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

3 **Aim** To identify countable/uncountable nouns

Allow Ss some time to complete the task in their notebooks and then check Ss' answers.

Answer Key

- | | | | |
|--------|--------|--------|--------|
| 1 some | 3 any | 5 some | 7 some |
| 2 any | 4 some | 6 any | 8 any |

GAME

In pairs, Ss take turns asking and answering questions about the food items.

Suggested Answer Key

A: Are there any carrots?

B: No, there aren't.

A: Is there any tea?

B: Yes, there is.

A: Is there any cheese?

B: Yes, there is.

A: Are there any bread rolls?

B: Yes, there are.

A: Are there any biscuits?

B: No, there aren't.

A: Is there any water?

B: Yes, there is.

4 **Aim** To present *much/many/a lot of*

- Read out the examples one at a time and elicit whether the noun is countable or uncountable in each case (e.g. *milk – uncountable, apples – countable etc*).
- Complete the rules on the board eliciting the correct word for each gap from the class.

Answer Key

We use **how many** with countable nouns.

We use **how much** with uncountable nouns.

We use **a lot of** with countable and uncountable nouns.

- Drill Ss. Say names of food/drinks. Ss add *how much/ how many/a lot of*.

Suggested Prompts: milk, lemons, sugar, apples, oranges, cheese, tomatoes, tea etc

- | | |
|--------------------|--------------------------|
| T: milk | S2: How many carrots? |
| S1: How much milk? | T: lemons |
| T: carrots | S3: A lot of lemons. etc |

Elicit the L1 equivalents for the examples.

(Ss' own answers)

5 **Aim** To practise using *how much/how many*

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

Answer Key

- | | |
|------------------|------------------|
| 2 How many, many | 4 How many, many |
| 3 How many, many | 5 How much, much |

6 **Aim** To practise quantifiers

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

Answer Key

- | | | |
|--------|--------|------------|
| 1 some | 4 much | 7 a lot of |
| 2 some | 5 any | 8 many |
| 3 any | 6 any | 9 some |

7 **Aim** To practise talking about quantity

- Explain the task and tell Ss they can use the dialogue in Ex. 6 as a model if they wish.
- Allow Ss some time to formulate their ideas and discuss their shopping lists, in pairs.
- Monitor the activity around the class and then ask some pairs to act out their discussion in front of the class.

Suggested Answer Key

A: Let's make a list of what we need from the supermarket.

B: OK. Have we got any apples?

A: No we haven't. Let's buy some.

B: OK. Have we got any oranges?

A: Yes, but not many. We can buy some.

B: How about lemons? Have we got any lemons?

A: Not many.

B: OK. We can buy some then.

8 a) **Aim** To understand the use of *can/can't* (permission)

- Explain what permission is (*sb's consent to do sth*).
- Ask three Ss to read out the examples and then elicit their L1 equivalents.

(Ss' own answers)

b) **Aim** To practise asking for & giving permission

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

Answer Key

- 2 A: *Can I go out, Dad?*
B: *No, you can't. It's raining.*
- 3 A: *Please can I have a piece of cake, Mum?*
B: *Yes, you can.*
- 4 A: *Can I have lunch at Tom's house, Mum?*
B: *Yes, you can.*

9 **Aim** To distinguish between *can* (ability) and *can* (permission)

- Explain the task and remind Ss that *can* is used to show sb can do sth because they are able (ability) or because they are allowed to do it by sb else (permission).
- Read each sentence aloud and elicit whether it is about ability or permission.

Answer Key

- 2 A 3 P 4 A 5 P 6 P

8c

1 **Aim** To introduce the topic, to predict the content of the text

- Draw Ss' attention to the picture and ask them to work in pairs to say what the picture shows and what they think the restaurant is like.
- Monitor the activity around the class and then choose some pairs to talk in front of the class.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

The restaurant is like a place from a science fiction cartoon film. Robots welcome you and take your orders.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and complete the task in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 F 2 T 3 T 4 F

3 **Aim** To promote Ss' creativity and originality

- Explain the task and brainstorm with the class for names of dishes.
- Allow Ss some time to design a menu in pairs and then ask various pairs to present their menus to the rest of the class.

Suggested Answer Key

- | | |
|--------------------------------|------------------------------|
| <i>Intergalactic Spaghetti</i> | <i>Milky Way Milk Shake</i> |
| <i>Charged up Sandwich</i> | <i>Galaxy Chicken Burger</i> |
| <i>Space Salad</i> | <i>Ice Cream Shuttle</i> |

4 **Aim** To complete a survey on your eating habits

- Explain the task and explain/elicit the meanings of any unknown words in the table.
- Ask Ss to copy the table into their notebooks and then complete it. Then allow Ss some time to walk around the class and find another S with the same tastes/habits.
- Ask various Ss to present their eating habits to the class.

Suggested Answer Key

I sometimes eat out. I eat homemade food every day. I sometimes eat junk food, like burgers, and drink fizzy drinks. I drink water every day. I sometimes order take-away. I never eat seafood like lobster. I eat fruit every day.

5 a) **Aim** To predict content

Explain the task. Draw Ss' attention to the advert and elicit what it is about (*a restaurant called The Blue Lagoon*).

b) **Aim** To predict content

Ask Ss to look carefully at each gap and decide what type of information is missing (*e.g. a name, a noun, a number etc*). Ss then compare answers with their partner's.

Answer Key

- | | |
|-------------------------|---------------------------|
| 1 <i>name of street</i> | 4 <i>noun (room/menu)</i> |
| 2 <i>noun (meal)</i> | 5 <i>number (time)</i> |
| 3 <i>noun (day)</i> | |

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

- Play the recording.
- Ss listen and write the missing words in their notebooks.
- Check Ss' answers.

Answer Key

- | | | |
|-----------------|-------------------|----------------------|
| 1 <i>Henry</i> | 3 <i>Saturday</i> | 5 <i>1 (o'clock)</i> |
| 2 <i>dinner</i> | 4 <i>room</i> | |

AUDIOSCRIPT

Would you like to try some of the best seafood in town? Then come to our new restaurant, Blue Lagoon, at 54 Henry Street. We serve lunch and dinner daily. We also offer live music every Saturday night, with some of the best new bands in England. If you have a birthday or anniversary, a party room is available where you can enjoy the special occasion with friends and family. So come to Blue Lagoon for a dining experience you'll never forget! We're open from 12 noon to 1 o'clock at night. Call 914 914 22 22 to make a reservation.

6 Aim To write an article about a restaurant

- Explain the task and assign it as HW.
- Tell Ss they can use the text in Ex. 2 as a model.
- Ask various Ss to read out their article in class.

Suggested Answer Key

99 Restaurant

It looks American but 99 is a restaurant in Warsaw. Its modern design gives it a fresh touch that makes it look different from the typical restaurants in central Europe. There are always special offers throughout the week and customers can even create their own dinner when they order pasta and salad. Above all, the service is exceptional, as people who work there are friendly and helpful, always making you feel welcome and comfortable. They are even polite enough to entertain your young children so that you can sit back and enjoy a relaxing evening. 99 Restaurant is definitely worth visiting.

8d

1 Aim To understand the context and situation of a dialogue

- Ask various Ss to read out the sentences and then elicit the situation.
- Play the recording. Ss listen and follow the dialogue in their books and check.

Answer Key

The dialogue takes place at a fast food restaurant.

2 Aim To read for specific information

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

Answer Key

Angie orders a cheeseburger, chips and a Coke. They cost £4.20.

3 Aim To learn synonymous phrases

- Elicit the L1 equivalents for the phrases from various Ss around the class.

(Ss' own answers)

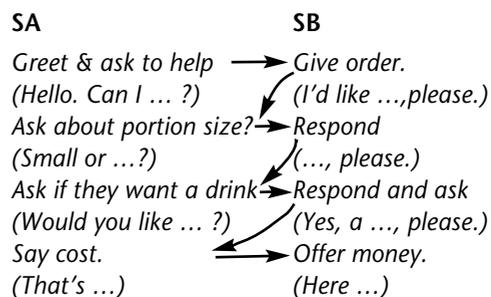
- Read out the phrases. Then refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

- 1 Can I help you?
- 2 I'd like a cheeseburger.
- 3 That's £4.20.
- 4 Would you like anything to drink?

4 Aim To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as the phrases in Ex. 1 and 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.



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

Suggested Answer Key

- A: Hello. Can I help you?
 B: I'd like a chicken sandwich, please, and a portion of chips.
 A: Large or small?
 B: Small, please.
 A: Would you like anything to drink?
 B: A diet coke, please.
 A: That's £4.00, please.
 B: Here you are.

Across Cultures

1 Aim To stimulate interest in the topic and listen and read for specific information

- Refer Ss to the pictures and headings and ask them to tell you what they know about these festivals. Elicit answers and ask Ss to tell you what information they would like to know about them and write their questions on the board (e.g. What do they celebrate? When do they take place?)

- Play the recording. Ss listen and follow the texts in their books and find the answers to their questions.

Suggested Answer Key

When is St Patrick's Day? On 17th March.

When is Maslenitsa Carnival? Around the end of February.

2 Aim To read for specific information

- Allow Ss some time to read the texts again and answer the questions orally or in writing in their notebooks.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 *On March 17th.*
- 2 *A dish of lamb or beef and vegetables.*
- 3 *They wear shamrocks on their clothes.*
- 4 *Around the end of February.*
- 5 *They eat pancakes called 'blini'.*

Background information

Ireland

The Republic of Ireland is a small island country in the British Isles. The capital city is Dublin. It has a population of about 4.5 million.

Saint Patrick is the patron saint of Ireland. He was born in Scotland in 387. Pirates kidnapped him when he was sixteen and took him to Ireland as a slave. He escaped and went to Europe, where he trained to become a priest. He went back to Ireland to convert people to Christianity. He died on 17th March 460.

Russia

Russia is the largest country in the world, extending over Eastern Europe and northern Asia. The capital city is Moscow. It has a population of 146.5 million people.

Maslenitsa is not only a fun festival but also has a religious side. It is celebrated during the last week before Great Lent, that is a few weeks before Easter. During Maslenitsa week, meat is forbidden to Orthodox Christians, who get prepared for a stricter fast during Lent.

3 Aim To expand the topic and write a short description of a celebration

- Explain the task and divide the class into small groups to discuss the questions. Monitor the activity and try to make sure groups don't all choose the same celebration.

- Allow Ss time to write their texts in their notebooks and then ask various groups to present them to the class.

Suggested Answer Key

Russian Name Day Celebration

In Russia, most calendars have a saint's name for each day. People celebrate the saint whose name they have. This is a name day or 'Imening', as it is called in Russia. Name days are a special time for family and friends to get together and have plenty of food and drink. Everyone wishes the person celebrating their name day 'Many Years!'. People usually receive flowers and sweets as presents.

4 Aim To pronounce /g/, /dʒ/

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay special attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit other words with the same sounds from Ss around the class.

Suggested Answer Key

/g/: girl, garden

/dʒ/: Germany, cage

CLIL TIME: PSHE

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

- Read out statements 1-4 and ask Ss to decide with their partner which ones they think are true/false.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Answer Key

1 T 2 T 3 T 4 F

2 a) Aim To understand the use of the imperative

- Read the **Study Skills** box aloud and explain that the imperative uses the base form of the verb without a pronoun and is used to give orders or instructions.
- Elicit examples of positive (*i.e. do this or that*) and negative (*i.e. don't do this or that*) imperatives in the text.

Suggested Answer Key

Positive: *clean your hands, use clean pots, keep fish, store food etc*

Negative: *don't leave, don't use, don't cut*

b) Aim To practise forming imperative sentences

- Explain the task and allow Ss some time to complete it in their notebooks.
- Check Ss' answers.

Answer Key

- 1 Don't talk with your mouth full.
- 2 Eat a lot of fruit and vegetables.
- 3 Don't go swimming after a meal.
- 4 Drink a lot of water in the summer.
- 5 Don't put lots of salt in the soup.
- 6 Always cook food well.

3 Aim To practise using the imperative

- Explain the task and ask Ss to write the headings into their notebooks.
- Allow Ss time to read the text again and complete the task and check Ss' answers around the class.

Answer Key

Do's

Clean your hands with soap and water before cooking.
 Clean all kitchen surfaces.
 Use clean pots, pans and dish cloths.
 Keep fish, meat, cooked food and dairy products in the fridge.
 Store food in different containers in the fridge.
 Always cook food well.
 Re-heat food only once.
 Keep raw meat away from cooked food.

Don'ts

Don't leave food out of the fridge for more than two hours.
 Don't use the same knife to cut raw meat and cooked food.
 Don't cut raw meat and cooked food on the same chopping board.

4 Aim To give a presentation on germs

- Explain the task and refer Ss to the Internet, encyclopaedias or other reference books to find information.
- Encourage Ss to visit the website given.
- Assign the task as HW and ask Ss to make their presentations in the next lesson.

Suggested Answer Key

There are four major types of germs: bacteria, viruses, fungi, and protozoa. They can all make us sick. Bacteria are one-cell creatures that can cause infections. Some infections bacteria cause include sore throats, ear infections, tooth decay and pneumonia. There are also good bacteria that live in our intestines and help us use the nutrients in the food we eat. Scientists use some bacteria to make medicines.

When viruses get inside people's bodies, they can spread and make people sick. Viruses cause chickenpox, measles, flu and many other diseases.

Fungi are plant-like organisms made of many cells. They love to live in damp, warm places. Most fungi are not dangerous but they can cause athlete's foot.

Protozoa are one-cell organisms that often spread diseases through water. Some protozoa cause intestinal infections that lead to diarrhoea, nausea and stomach ache.

Fun Time 8

1 Aim To practise the vocabulary taught in the module

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

Answer Key

- | | | |
|----------|----------|----------|
| 1 sugar | 5 water | 9 cheese |
| 2 pasta | 6 rice | 10 salad |
| 3 banana | 7 cereal | |
| 4 bread | 8 chips | |

a popular snack: sandwiches

2 Aim To test knowledge learnt in this module

- Explain the task. Allow Ss some time to read the statements and decide whether each one is true or false.
- Ss complete the task in their notebooks.
- Alternatively, you may allow Ss to review the module and find the relevant information to mark the statements correctly.
- Check Ss' answers.

Answer Key

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

3 Aim To revise vocabulary taught in the module

- Explain the task and allow Ss time to look through Module 8 and think of quiz questions.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example. [e.g. Robot Kitchen is in New York. (F)]
- As an extension, Ss, in pairs, may swap their quizzes, answer the questions and then report back to the class.

Suggested Answer Key

- 1 Mark Northeast is a baker. (F)
- 2 Cooking kills germs. (T)
- 3 Maslenitsa Carnival celebrates the end of summer. (F)
- 4 Robo Kitchen looks like a place in a science-fiction film. (T)
- 5 St Patrick's Day is in May. (F)

Song

4 **Aim** To predict content

- Explain the task. Ask Ss to look at the picture and the title of the song along with the list of words and predict the content. (*The song is about family celebrations.*)
- Play the recording for Ss to sing along.

Monstertrackers! (Episode 8)

1 **Aim** To predict the content of the story

- Go through the pictures and set the scene.
- Ask different Ss to tell the class what they think the story is about.
- Play the recording. Ss check their guesses.

(Ss' own answers)

2 **Aim** To read for specific information

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

Answer Key

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

3 **Aim** To check the meaning of some words

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

Answer Key

- | | | |
|----------|-------------|--------|
| 1 goat | 4 chicken | 7 glow |
| 2 hotel | 5 flat tyre | |
| 3 escape | 6 garage | |

4 **Aim** To tell a summary of a story

- Allow Ss time to complete the task in their notebooks.
- Check Ss' answers.
- Ask different Ss to tell the summary of the story.

Answer Key

people – goats and chicken
 house – hotel
 potatoes – chicken
 blink – glow
 potatoes – chicken
 gets in – escapes
 broken windows – flat tyres
 hospital – garage

Fact or Fiction?

- Go through the sentences and explain any unknown words.
- Allow Ss time to read the sentences and say if they think they are facts or fiction. Check their guesses.
- Ask Ss to tell the class if they believe this monster really exists or not.
- If you wish, you can ask Ss to find some more information about this monster online and present it to the class.

Answer Key

Fact, Fact

Self-Check 8

1 1 b 2 d 3 a 4 c 5 e

2 Fruit: cherries, pineapples, apples, oranges

Drinks: milk, tea

Other Food: eggs, cheese, meat, fish

3 1 some 4 some 7 a
 2 an 5 some 8 some
 3 an 6 some

4 1 C 2 U 3 C 4 U 5 U 6 C

5 1 many, many 3 any, many
 2 some, any 4 any, any

6 1 That would be nice. 4 Enjoy your meal.
 2 Can I take your order? 5 Here you are.
 3 How about pizza?



All About Russia!



Topic	
In this section Ss will read and talk about their own culture.	
1 My Homeland!	140-141
Objectives: To talk about Russia (weather, geography, big cities)	
2 Daily Life	142-143
Objectives: To talk about the daily life of Russian teenagers	

3 Going to School	144-145
Objectives: To talk about schools, school subjects in Russia	
4 Traditional Food	146-147
Objectives: To talk about traditional Russian food	

1 My Homeland

1 **Aim** To read for gist

- Explain the task. Allow Ss time to complete it in their notebooks.
- Check Ss' answers.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

1 B 2 C 3 A

2 **Aim** To read for specific information

- Allow Ss time to read the text in Ex. 1 again and complete the fact file in their notebooks.
- Check their answers.

Answer Key

- 1 Moscow
- 2 12 million
- 3 Russian rubles
- 4 Volga
- 5 Lake Baikal
- 6 The Ural Mountains
- 7 St Petersburg
- 8 Novosibirsk
- 9 Yekaterinburg
- 10 Novgorod

3 **Aim** To practise new vocabulary

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

Answer Key

- | | |
|----------------|---------------|
| 1 capital city | 5 millionaire |
| 2 coast | 6 separates |
| 3 west | 7 temperature |
| 4 river | 8 spreads |

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

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

Suggested Answer Key

- A: How many people live in Russia?
 B: 142 million.
 A: What money do they use?
 B: The Russian ruble!
 A: What's the weather like in winter?
 B: Very cold.
 A: What's the weather like in summer?
 B: Very hot. In Moscow, it can reach 35°C!
 A: What are some other major cities?
 B: St Petersburg and Novosibirsk.

5 **Aim** To read a poem about Russia

- Refer Ss to the poem in Ex. 5. Allow time for them to complete the task in their notebooks.
- Check their answers.

Answer Key

2 Ural 4 Siberia 6 Amur
 3 snow 5 Ivan

6 **Aim** To write a poem about Russia

- Explain that a poem in this style is called an acrostic poem (where the first letters make a word or phrase).
- Ask Ss to write their own poem about Russia in their notebooks. Ask some Ss to read their poem to the class.

Suggested Answer Key

*R is for really big, like Russia!
 U is for us, the people who live here,
 S is for sea, and the three oceans we have.
 S is for Saint Petersburg where my cousins live,
 I is for ice which is everywhere in winter –
 A is for Arctic, where all our snow comes from!*

- Read the **Did you know?** box aloud. Initiate a brief class discussion about different time zones and if any of your Ss have friends or relatives that live in different time zones.

2 Daily Life

1 **Aim** To read for specific information

- Explain the task. Allow Ss time to complete it in their notebooks.
- Check Ss' answers.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

2 Katya 4 Katya 6 Vlad 8 Katya
 3 Vlad 5 Vlad 7 Vlad

2 **Aim** To practise new vocabulary

- Allow time for Ss to match the pictures to the words in their notebooks.
- Check their answers.

Answer Key

2 beef stroganoff 4 flat
 3 detached house

- Allow Ss some time to order the instructions in their notebooks.
- Check their answers.

Answer Key

- 2 *Put the vegetables and some oil in a pan and cook for 2-3 minutes.*
- 3 *Add some water, salt and pepper.*
- 4 *Cook for about 1 hour.*
- 5 *Serve with some sour cream. Enjoy!*

5 **Aim** To practise talking about food and recipes

- Explain the activity.
- Allow Ss some time to have a conversation in closed pairs.

(Ss' own answers)

6 **Aim** To write about their favourite dish

- Explain the task and assign it as HW.
- Ask some Ss to say what their favourite dish is and the ingredients in it.

Suggested Answer Key

My favourite food is oladi. They are pancakes like blini, but they are not thin. There's flour and milk in oladi. I like eating oladi with jam and butter. We always eat oladi for breakfast at my house!

Starter

• The English alphabet (I)

1 2 car 4 egg 6 dog 8 girl
3 flag 5 ant 7 hat

2 2 h 4 G 6 c 8 F
3 D 5 b 7 E

3 /æ/: arrow
/g/: gorilla, garden
/k/: carrot, computer
/h/: hot, hippo
/f/: fat, fin
/e/: elbow, empty
/b/: bell, bin
/d/: doll, drum

4 Bb, Cc, Dd, Ee, Ff, Gg, Hh

5 Suggested Answers

2 Max 3 name 4 Bill

• The English alphabet (II)

1 2 nest 4 koala 6 jam 8 map
3 lemon 5 rabbit 7 igloo

2

L	E	M	O	N	J	A	I
I	G	L	K	O	L	A	G
L	E	J	M	M	A	N	L
K	O	A	L	A	E	S	O
O	N	M	I	P	E	N	O
P	I	Q	U	E	E	N	N
Q	O	R	A	B	B	I	T
U	N	E	S	T	E	R	A

3 /ɪ/: iguana
/kw/: quiz, quilt
/n/: neck, net
/m/: milk, melon
/r/: red, run
/dʒ/: jacket, jelly
/p/: pink, pool
/k/: kettle, kitten
/ɒ/: olive, on
/l/: leg, lips

4 Jj, Kk, Ll, Mm, Nn, Oo, Pp

5 1 a 2 b

• The English alphabet (III)

1 2 box 4 tree 6 yo-yo 8 umbrella
3 zebra 5 sun 7 van

2 T-t, U-u, V-v, W-w, X-x, Y-y, Z-z

3 /s/: salad
/z/: zip, zoo
/ʌ/: up, under
/ks/: mix, six
/t/: ten, tin
/j/: yogurt, yell
/v/: vet, violet
/w/: woman, wig

4 Tt, Uu, Vv, Ww, Xx, Yy, Zz

5 2 This is my friend, Yuri.
3 Nice to meet you.
4 Nice to meet you, too.

• The English alphabet (IV)

1 o, e, i, u

2 b, w, r, c, d, l, p, f, s, m, g, k, j, x, h, z, n, y, q, t, v

3 van, ant, map, queen, onion, koala, box

4 2 box 4 tree 6 onion 8 girl
3 window 5 rabbit 7 nest

5 Down: 2 nest 5 igloo
Across: 3 zebra 4 hat 6 flag 7 dog

6 1 sun 2 ant 3 lemon 4 jam

AUDIOSCRIPT

One – sun Three – lemon
Two – ant Four – jam

• Phonics Time! (I)

1 cat: 1 bat: 3 cake: 5
plate: 2 snake: 4 cap: 6

/æ/: cat, cap, bat
/eɪ/: cake, plate, snake

AUDIOSCRIPT

One – cat Four – snake
Two – plate Five – cake
Three – bat Six – cap

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

AUDIOSCRIPT

One – kite Four – milk
Two – zip Five – bike
Three – kitten Six – rice

3 snake-cake, Kim-swim, Mike-bike

2 cake 3 swim 4 bike

4 /æ/: fat, pan, have

/eɪ/: lake, take, make, name

/ɪ/: sister, big, is, sit

/aɪ/: ride, like, nine, drive

• **Phonics Time! (II)**

1 1 d 2 a 3 e 4 c 5 b

AUDIOSCRIPT

One – doll

Four – fox

Two – baby

Five – frog

Three – teddy

2 1 fly 2 dog 3 rose 4 nose 5 bye

3 /aɪ/: fly, bye

/i/: family, Tony, rugby, funny

/əʊ/: no, bone, rose, go

/ɒ/: doll, got, stop, hockey

• **Phonics Time! (III)**

1 2 b 4 b 6 b 8 b

3 b 5 a 7 b

AUDIOSCRIPT

One – cube

Five – computer

Two – nut

Six – bus

Three – tube

Seven – music

Four – drum

Eight – rubber

2 pitch, catch, kitchen, chop, lunch

AUDIOSCRIPT

check, pitch, catch, kitchen, chop, lunch

3 red: computer, tube

blue: sun, bun

green: chimp, watch, chick, match

• **Phonics Time! (IV)**

1 2 /'fəʊn/ 4 /'fəʊtəs/ 6 /'dɒlfɪn/

3 /ʃɪp/ 5 /ɪf/

AUDIOSCRIPT

One – shop

Four – photo

Two – phone

Five – fish

Three – ship

Six – dolphin

2 1 A 2 C 3 B 4 A

3 1 chick 4 white 7 brush 10 three

2 phone 5 shell 8 elephant

3 brother 6 sandwich 9 whale

• **Phonics Time! (V)**

1 2 see 4 beef 6 eat 8 feet

3 read 5 jeans 7 tea

AUDIOSCRIPT

One – bee

Five – jeans

Two – see

Six – eat

Three – read

Seven – tea

Four – beef

Eight – feet

2 1 beak 3 hurt

2 green 4 sleep

3 /ɜ:/: sir, burn, turn, dirty

/i:/: sleep, dream, beak

• **Phonics Time! (VI)**

1 /ə/: tractor, jumper, hamster

/aʊ/: cow, owl, crown, house, mouse

2 1 a 3 b 5 b 7 b

2 b 4 a 6 a 8 b

3 2 /i:/ 3 /ɜ:/ 4 /aʊ/ 5 /ð/ 6 /aʊ/

• **Phonics Time! (VII)**

1 /ɔɪ/: point, toy, coin

/ʊ/: foot, bush, look, bull

AUDIOSCRIPT

/ɔɪ/: enjoy, point, toy, coin

/ʊ/: foot, bush, look, bull

2 2 yes 3 no 4 yes 5 yes 6 no

3 1 oyster, coin 3 hook, book

2 noisy, boy 4 Pull, wood

• **Phonics Time! (VIII)**

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

AUDIOSCRIPT

One – hawk

Four – prawn

Two – strawberry

Five – saw

Three – draw

Six – sauce

2 1 e 3 c 6 f 8 d

2 b 5 h 7 g

AUDIOSCRIPT

One – skateboard

Five – torch

Two – shorts

Six – corn

Three – fork

Seven – roar

Four – horse

Eight – board

3 1 paw 2 horse 3 saw

• **Phonics Time! (IX)**

1 hare, pear, chair, stairs

2 2 bear 3 tear 4 hear 5 ear 6 hair

AUDIOSCRIPT

One – square Four – hear
Two – bear Five – ear
Three – tear Six – hair

3 2 bear 4 chair 6 hear 8 appear
3 there 5 hare 7 cheer

• **Phonics Time! (X)**

1 2 grey 3 snail 4 pay
2 2 road 3 ball 4 fall 5 soap 6 small

AUDIOSCRIPT

One – goat Four – fall
Two – road Five – soap
Three – ball Six – small

3 It's a train.
1 8 2 11 3 5

• **Phonics Time! (XI)**

1 /k/: COBRA, CUP, CARROT
/s/: CELERY, CINEMA, CIRCLE, CYCLE
/g/: GET, GARDEN, GIFT, GAME
/dʒ/: GIRAFFE, GENERAL, GERMANY, GINGER

AUDIOSCRIPT

/k/: CAT, COBRA, CUP, CARROT
/s/: CELERY, CINEMA, CIRCLE, CYCLE
/g/: GET, GARDEN, GIFT, GAME
/dʒ/: GIRAFFE, GENERAL, GERMANY, GINGER

2 1 king, song, wings, jungle
2 pink, bank, trunk, ankle
Column 1: /ɪ/ Column 2: /ɪŋk/

3 1 cup, cycle
Odd one out: cycle
2 cent, cobra, celery
Odd one out: cobra
3 ring, pink, strong
Odd one out: pink
4 sing, drink, trunk
Odd one out: sing

• **Phonics Time! (XII)**

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

AUDIOSCRIPT

One – knit Four – write
Two – whistle Five – knife
Three – lamb Six – castle

2 station, nation, action, lotion, information, collection, attention, celebration, competition

3 **Across**
4 lotion 5 decision

Down
1 optician 3 nation

• **Phonics Time! (Review)**

1 1 cap 4 tube 7 skirt 10 straw
2 five 5 chimp 8 clown 11 wear
3 rose 6 bee 9 cook 12 rain

AUDIOSCRIPT

One – cap Seven – skirt
Two – five Eight – clown
Three – rose Nine – cook
Four – tube Ten – straw
Five – chimp Eleven – wear
Six – bee Twelve – rain

2 **Across**
5 dolphin 9 deer 11 jeans
8 coin 10 snake

Down
2 bush 4 horse 7 teacher
3 musician 6 nurse 10 square

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

• **Colours**

1 (Ss' own answers)

• **Numbers**

2 nineteen 19 three 3
fifteen 15 seven 7
twenty 20 thirteen 13
eight 8 ten 10
eleven 11 two 2

3 1 ninety-four
2 forty-six
3 four hundred and sixty-three
4 two hundred
5 two hundred and twenty-seven
6 fifty-two
7 one hundred and sixty-eight
8 one hundred and ninety

• **School objects**

4 atlas, book, eraser, pencil, schoolbag, notebook, ruler

a:	book, pencil, schoolbag, notebook, ruler
an:	atlas, eraser

5 (Ss' own answers)

6 (Ss' own answers)

Module 1

Grammar 1

1 2 a 5 an 8 an
3 a 6 an 9 an
4 an 7 a 10 a

2 2 a 4 a 6 an 8 an
3 an 5 a 7 an

3 1 he 4 it 7 they 10 they
2 it 5 she 8 she
3 they 6 he 9 it

4 1 He 4 her 7 They 10 She
2 him 5 It 8 I
3 They 6 They 9 It

5 1 We are friends with him.
2 You are Italian.
3 He is from England.
4 She is beautiful. Look at her.
5 They are in the house.

6 1 is/'s 4 am/'m 7 are
2 am/'m 5 are 8 is/'s
3 am/'m 6 is

7 1 isn't 4 isn't 7 are 10 are
2 am 5 are 8 aren't
3 aren't 6 is 9 is

8 1 am not/'m not 3 are/'re 5 are
2 is not/isn't 4 is not/isn't

9 1 Are
2 No, I am/'m thirteen.
3 Are
4 No, they are/'re twelve.
5 Is
6 Yes, it is.
7 Are
8 Yes, I am.
9 Are
10 Yes, they are.
11 Is
12 No, he is/'s from Canada.

10 2 How old are you 5 What is it
3 Where is/'s Will from 6 Who is/'s he
4 Who is/'s she 7 What is/'s this

11 1 A: Who
B: She is/'s Kate
2 A: How old
B: She is/'s

3 A: Where is/'s
B: She is/'s from Portugal
4 A: What is/'s her favourite
B: Her favourite colour is blue

Vocabulary 1

1 2 Antonio Banderas is from Spain. He's Spanish.
3 Gennaro Gattuso is from Italy. He's Italian.
4 Johnny Depp is from the USA. He's American.
5 Robinho is from Brazil. He's Brazilian.
6 Anna Kournikova is from Russia. She's Russian.
7 Thierry Henry is from France. He's French.
8 Leona Lewis is from the UK. She's British.

2 **Across** **Down**
3 Tokyo 1 London
4 Paris 2 Ottawa
5 Canberra 6 Athens
10 Madrid 7 Berlin
11 Moscow 8 Rome
9 Lisbon

3 1 Information Technology 5 Science
2 Physical Education 6 Music
3 Geography 7 Maths
4 Art

Suggested Answer

My favourite school subject is Art.

4 1 football, basketball
2 badminton
3 tennis, swimming, gymnastics
4 golf

Suggested Answer

My favourite sport is swimming.

Skills 1

1 1 fourteen
2 Manchester, England
3 Blackwood Secondary School
4 English and History
5 Maths and Art
6 Jerry
7 Canada
8 Music and Geography

2 1 A 2 A 3 C 4 C 5 C

AUDIOSCRIPT

1 *Lisa: What have you got there, Sam?*

Sam: Some new things for school.

Lisa: A new schoolbag! That's nice.

Sam: It's not mine, it's my brother's.

Lisa: That's a cool sharpener.

Sam: Yeah, the sharpener's his too.

Lisa: So, what have you got?

Sam: A new notebook.

Lisa: That reminds me – I need a new notebook, too.

- 2 **Ann:** Norm, what sport do you like best?
Norm: Well, I like tennis, but basketball is my favourite.
Ann: Really, my favourite sport is badminton.
- 3 **Lee:** What lesson do you have next, Jason?
Geography?
Jason: No, I have Music next. It's my favourite subject.
Lee: Lucky you. I've got Science next.
- 4 **Pat:** Is Daniel 13 years old?
Ruth: No. He's a year older than me. He's fourteen.
- 5 **Susan:** Is Emma from the UK, Mario?
Mario: No, her mother is from the UK but her father's Italian.
Lisa: Oh? So, she's from Italy, like you!

3 Suggested Answers

- 1 My name is Andre.
- 2 I'm 14 years old.
- 3 I'm from Spain.
- 4 My favourite subject is Maths.
- 5 My favourite sport is football.
- 6 My best friend is Fernando.

4 Suggested Answer

Hello!
 My name's **Maria**. I'm **13 years old** and I'm from **Russia**. My favourite school subject is **Music**. My favourite sport is **basketball**. My best friend is **Lucia** and she is **13 years old**. She is from **Estonia**.

5 (Ss' own answers)

- | | | | |
|--------|------------------|------|----------------|
| 6 9:00 | Maths | 1:00 | Science |
| 9:45 | History | 1:45 | English |
| 10:45 | PE | 2:30 | Art |
| 11:30 | Geography | | |

AUDIOSCRIPT

- A:** Hi John! What's your new school like?
B: It's great! I like it.
A: What's your favourite subject?
B: Maths.
A: What lessons are on Mondays?
B: At nine it's Maths and then it's History. Then after the morning break it's PE and then Geography. After lunch it's Science and then English and the last lesson of the day is Art.
A: Do you like Mondays?
B: Yes, I do.

Module 2

Grammar 2

- 1 2 Tim and Marcus have got a basketball, a cap and trainers. They haven't got a guitar.
- 3 Rob has got a guitar, a basketball and trainers. He hasn't got a cap.

- 4 Jill and Samantha have got a guitar, a basketball and a cap. They haven't got trainers.

- 2 2 Has
Yes, he/she has./No, he/she hasn't.
- 3 Have
Yes, they have./No, they haven't.
- 4 Have
Yes, I have./No, I haven't.
- 5 Has
Yes, she has./No, she hasn't.
- 6 Has
Yes, he/she has./No, he/she hasn't.
- 7 Have
Yes, I have./No, I haven't.

- 3 1 I have not got blue eyes.
- 2 Have you got a key chain?
- 3 Crocodiles have not got fur.
- 4 She has got small ears.
- 5 Have they got sunglasses?

- 4 1 Yes, I've got a cat.
- 2 Yes, she's got a big collection of dolls.
- 3 He's got short hair and blue eyes.
- 4 I've got a terrible cold.
- 5 Have you got an eraser?

- | | | | |
|--------|---------|--------|-------|
| 5 2 my | 4 his | 6 our | 8 her |
| 3 his | 5 their | 7 your | |

- 6 2 That's my friend. His name is James.
- 3 That's my mother. Her name is Anna.
- 4 That's my teacher. Her name is Ms Jones.
- 5 Those are my sisters. Their names are Mary and Jessica.
- 6 Those are my grandparents. Their names are Michael and Jean.

- | | | |
|--------------|------------|-----------|
| 7 2 tomatoes | 6 children | 10 mice |
| 3 boxes | 7 toys | 11 boys |
| 4 babies | 8 teeth | 12 leaves |
| 5 brushes | 9 scarves | |

8 Across

- 3 babies
- 6 watches
- 7 foxes
- 8 scarves
- 9 knives

Down

- 1 glasses
- 2 leaves
- 3 buses
- 4 tomatoes
- 5 boxes

9 Picture A

- 2 two women
- 3 three children
- 4 two mice

Picture B

- 6 one woman
- 7 two children
- 8 one mouse

Vocabulary 2

- 1 1 skateboard 4 helmet 7 trainers
 2 scarf 5 bicycle 8 gloves
 3 watch 6 handbag
- 2 2 Ben has got a comic book, a basketball and a skateboard.
 3 Julie and Vicky have got a guitar, a digital camera and a video game.
- 3 2 eye 6 nose 10 leg
 3 ear 7 hand 11 ankle
 4 hair 8 arm 12 foot
 5 mouth 9 knee
- 4 1 leg 3 knee 5 face
 2 arm 4 hand
- 5 **Suggested Answers**
 1 No, I haven't. 3 No, he hasn't.
 2 It's brown. 4 Yes, she has.
- 6 1 e 2 c 3 b 4 a 5 d
- 7 1 b 2 f 3 c 4 d 5 a 6 e
- 8 1 fur 4 fins 7 tusks
 2 horn 5 wings
 3 stripes 6 scales
- 9 1 collection 4 dolls 7 spots
 2 engineer 5 proud 8 favourite
 3 drive 6 plump 9 hooves

Skills 2

- 1 an email
- 2 1 ten
 2 Irish
 3 a souvenir collection
 4 New York (America)
 5 a T-shirt with a kangaroo on it
 6 her toy dolls from Russia
- 3 1 C 2 C 3 A 4 B 5 C 6 A

AUDIOSCRIPT

1 Where is Maria?

Man: I've got a postcard from Maria. She's having a great time on holiday.

Woman: Is she in Spain like last year?

Man: No. She's in France.

2 How much does the stuffed toy cost?

Man: You should get Lara a stuffed toy, she really likes them.

Woman: I know, but this stuffed toy costs €15 and I've only got €10.

Man: Don't worry. I can give you €5.

Woman: Oh, really? Thanks. I can pay you back later.

3 What is Ann's collection?

Man: Why do you have all these bags? Do you collect them?

Woman: No, I'm cleaning out my closet. I have a lot of dolls and bags I need to throw out.

Man: You also have tons of mugs! Are you throwing these out as well?

Woman: No, I collect mugs.

4 What has Tony got?

Woman: Have you got your comic books with you?

Tony: No, I can't read on the bus. I get dizzy.

Woman: How about your cap?

Tony: No, I left it at Tommy's house. But I've got my sunglasses.

5 How old is Helen?

Man: What are you doing for your thirteenth birthday?

Helen: I'm having a party. I've invited 30 friends. Do you want to come?

Man: Sure, I'd love to! What time is the party?

Helen: 3 o'clock.

6 What time is it?

Woman: Oh no, I'm going to miss the bus!

Man: What time is it now?

Woman: It's 6.

Man: Well if you miss the 6:15 there's another one at 6:30.

4 Suggested Answers

- 1 My favourite cartoon character is Shrek.
- 2 No, he hasn't got long hair.
- 3 Yes, he's tall.
- 4 Yes, he is.
- 5 No, he hasn't.
- 6 Yes, he is.

5 Suggested Answer

In my room I've got a **wardrobe** but I haven't got a **computer**. I have also got a **bed and a desk**.

6 (Ss' own answers)

- 7 England, Scotland, America, Mexico, Spain, Germany, Russia

AUDIOSCRIPT

A: You've got a lot of souvenirs, haven't you, Jane?

B: Yes, they are from all over the world.

A: Tell me about them.

B: OK. Well, I've got a key ring from London, England and a mug from Scotland. I've got a stuffed toy from America and a sombrero hat from Mexico. I've also got a T-shirt from Spain and a cap from Germany.

A: What is your favourite souvenir?

B: It's my dolls from Russia.

A: You're lucky to have such a collection.
 B: I know. I'm very proud of my collection.

Module 3

Grammar 3

- 1 1 can't, can 3 can, can't 5 can, can't
 2 can, can't 4 can 6 can't, can
- 2 2 is 10 have got
 3 am 11 can
 4 is 12 can't
 5 have got 13 can
 6 is 14 can
 7 is 15 can
 8 is 16 Have (you) got
 9 has got
- 3 1 Is/Yes, he is.
 2 is/She is 40 years old.
 3 Has (Mrs Turner) got/No, she's got fair hair.
 4 Can/Yes, he can.
 5 Can/Yes, they can.
- 4 2 That is, this is 5 Those are, these are
 3 These are, those are 6 This is, this is
 4 This is, that is
- 5 3 Those 5 That 7 These
 4 These 6 That 8 This
- 6 2 a Polish city 5 a British singer
 3 an Indian river 6 a Mexican hat
 4 an American actor
- 7 2 - 4 - 6 - 8 - 10 -
 3 the 5 - 7 the 9 the
- 8 3 - 5 ✓ 7 - 9 ✓
 4 - 6 ✓ 8 ✓ 10 -

Vocabulary 3

- 1 2 rugby 5 cricket
 3 baseball 6 skiing
 4 snowboarding
- 2 Wang Ligin is a table tennis player.
 Sachin Tendulkar is a cricket player.
 Cole Hamels is a baseball player.
 Alessandro Troncon is a rugby player.
 Wojtek Wolski is an ice hockey player.
- 3 1 dance 3 spin 5 swim 7 play
 2 run 4 ski 6 climb
- 4 1 road 3 mine 5 room
 2 record 4 ticket 6 show

Skills 3

- 1 1 007 Secret Agents Camp
 2 You can learn karate, go-karting, climbing and other 'top secret' activities.
 3 Four weeks
 4 555-879-23100
- 2 1 B 2 A 3 C 4 C

AUDIOSCRIPT

Kim: Hi, Ian. What are you doing?
 Ian: Hello, Kim. I'm reading about summer camps.
 Kim: I know a good one. It's called Tech Camp.
 Ian: Tech Camp?
 Kim: Yes, it's for people who like computers and technology.
 Ian: That's great! Can twelve-year-olds go?
 Kim: Yes. Tech Camp is for ages 7-17.
 Ian: Excellent! Where is it? Is it here in Washington?
 Kim: No, it's in New York.
 Ian: What can you do there?
 Kim: You can learn how to make video games and websites.
 Ian: That sounds good!
 Kim: Yes. And guess what! You can do sports, too.
 Ian: Can you play tennis there?
 Kim: Of course!
 Ian: Great! Let's tell my mum about it. She can call and find out ...

3 Suggested Answers

- 1 I can play tennis 4 Football
 2 Yes, I can 5 Yes, I can
 3 No, I can't 6 No, I can't

4 Suggested Answer

Come to **Superactive Summer Camp** and learn to be a sports expert! With us you can learn:

- Fencing
- Archery
- Diving
- And many other exciting activities!

Join our camp for a **five-week course and get ready to be as fit as you've never been!**
 For more information, you can call us on 332-654-20000 or visit our website:
www.superactivesummercamp.com

5 (Ss' own answers)

- 6 rugby, ice hockey, skiing, table tennis, snowboarding

AUDIOSCRIPT

Ian: Do you like sports, Kevin?
 Kevin: I love sports!
 Ian: Really? What sports do you play?
 Kevin: I play rugby and ice hockey. And I really want to learn to ski. What about you?

Ian: Well ... I don't really enjoy sports. I sometimes play table tennis and that's all. But I would really like to try snowboarding just for fun. It looks cool!

Module 4

Grammar 4

- 1 2 A: Is there
B: Yes, there is.
3 A: Is there
B: Yes, there is.
4 A: Are there
B: Yes, there are.
- 5 A: Is there
B: No, there isn't.
6 A: Are there
B: No, there aren't.

- 2 1 There are armchairs in the living room.
2 There is a sofa in the living room.
3 There aren't (any) windows in the bedroom.
4 There isn't a book on the bedside table.
5 Is there a pencil on the desk?
6 Are there (any) chairs in the kitchen?

3 Suggested Answers

- 1 There are 5 rooms in my house/flat.
2 Yes, there is a desk in my bedroom.
3 Yes, there is a lamp on my bedside cabinet.
4 No, there is one bed in my bedroom.
5 No, there aren't any posters in my bedroom.
6 Yes, there is a computer in my bedroom.

- 4 In picture A, there is one chair. In picture B, there isn't one chair. There are two chairs.
In picture A, there is one poster on the wall. In picture B, there isn't one poster on the wall. There are two posters on the wall.
In Picture A, there is one schoolbag. In picture B, there isn't one schoolbag. There are three schoolbags.
In picture A, there are two windows. In picture B, there aren't two windows. There is one window.
In picture A, there is one lamp. In picture B, there isn't one lamp. There are two lamps.
In picture A, there is one mug. In picture B, there isn't one mug. There are three mugs.
In picture A, there is one desk. In picture B, there isn't one desk. There are two desks.

- 5 1 There are **some** books in the bookcase.
2 There isn't **an** armchair in the hall.
3 Are there **any** notebooks in the schoolbag?
4 Have you got **an** apple?
5 John has got **some** pens on his desk.
6 I haven't got **an** eraser.
7 Is there **a** window in the room?
8 There aren't **any** towels.
9 Can I have **a** biscuit, please?
10 We haven't got **any** bananas.

- 6 1 A: any
B: any, an
2 A: a
B: some
A: an
3 A: any
B: some
A: a

- 7 2 on
3 between
4 Behind
5 near
6 next to
7 under

- 8 1 There is a pair of shoes under the bed.
2 There are magazines on the floor.
3 There is a chair in front of the desk.
4 There is a lamp next to the desk.
5 There is a pillow on the bed.
6 There is a wardrobe near the bed.
7 There are two balls next to the bed.

9 Suggested Answer

There is a bed in my bedroom. There is a bedside cabinet next to my bed. There is a desk with a computer in front of the window. There is a TV on a table in front of my bed.

Vocabulary 4

1	Rooms	Furniture	Appliances
	bedroom	table	lamp
	bathroom	desk	fridge
	hall	bed	cooker
	kitchen	bookcase	
	dining room	chair	
		wardrobe	
		sofa	
		beside cabinet	

- 2 1 bookcase
2 cupboard
3 fridge
4 sink
5 painting
6 wardrobe
7 armchair
8 curtains
9 pillow
- 3 1 bedrooms
2 beds
3 wardrobes
4 a fireplace
5 doors
6 windows
7 dining rooms
8 living rooms
9 paintings
10 gardens
- 4 1 spider
2 scorpion
3 cockroach
4 bedbugs
5 fly
6 flea
- 5 2 ninth
3 third
4 nineteenth
5 fifth
6 twentieth
7 twelfth
8 second
9 eleventh
10 seventeenth
11 fourth
12 eighteenth
- 6 2 eighth
3 Thirteen
4 twenty-five
5 third
6 twentieth
- 7 1 d creepy crawlies
2 b ideal bedroom
3 e famous landmark
4 c unusual building
5 a wooden furniture

- 1 famous landmark 4 ideal bedroom
- 2 wooden furniture 5 creepy crawlies
- 3 unusual building

- 8
- 1 home 4 floors, upstairs 7 attraction
 - 2 corner 5 huge 8 bottom
 - 3 tidy 6 attend

Skills 4

- 1
- 1 It is unusual because it has the shape of a shoe.
 - 2 It is in Pennsylvania.
 - 3 There are five levels.
 - 4 It has got seven rooms.
 - 5 There is a garden with trees and plants.
 - 6 You can buy ice-cream.

2 Suggested Answer

House for Sale!
The house has four bedrooms and two bathrooms. There is also a kitchen and a living room. Outside, there is a garden with some trees and plants. It is very big and beautiful. Please contact Mrs Jones on 333 246 828.

- 3
- 1 four 3 garden 5 Mr Brown
 - 2 bathrooms 4 lots of trees

AUDIOSCRIPT

House for Sale!

This lovely house is now for sale. It has got four large bedrooms and two modern bathrooms. It has also got a large living room and a kitchen. Outside there is a big garden and lots of trees. Please contact Mr Brown on 202 463 789 for more information.

4 Suggested Answers

- 1 I have got a big house.
- 2 There are five bedrooms, three bathrooms, a living room, a dining room, a kitchen and a hall.
- 3 My favourite room is my bedroom.
- 4 Yes, I have my own bedroom.
- 5 There is a bed, a bedside cabinet, a wardrobe and a TV.
- 6 Yes, there is.

5 Suggested Answer

Dear Simon,
Thank you for your letter. Your house is amazing. Here's a bit about my home. It's a **big house**. There are **twelve** rooms in it. My favourite one is the **living room**. We have **five** bedrooms. **I have** my own bedroom. There is a **wardrobe, a bed and a TV** in it. We **have also got** a garden.
I like my home because it is cosy and warm in winter, but cool in summer. It's a great home.
Write back soon,
John

6 (Ss' own answers)

- 7 The bed is next to the **window**.
The **desk** is behind the door.
The chair is in front of the **desk**.
There is a **lamp** on the desk.
The **wardrobe** is opposite the door.
The **bookcase** is next to the wardrobe.
I love my room!

AUDIOSCRIPT

A: *What's your bedroom like?*

B: *It's quite big.*

A: *Describe it to me.*

B: *OK. Well, my bed is next to the window and my desk is behind the door. My chair is in front of my desk and there is a lamp on the desk. My wardrobe is opposite the door and my bookcase is next to the wardrobe. I love my room!*

Module 5

Grammar 5

- 1 1 watches 3 cries 5 brushes
2 misses 4 goes 6 plays
- 2 1 A 2 C 3 B 4 A 5 C 6 B
- 3 1 Who's 3 Who's 5 Whose
2 Whose 4 Whose 6 Who's

4

-s	likes, plays, gives, uses, works, visits, walks, gets, says, talks
-es	watches, does, teaches, washes, kisses
-ies	carries, studies, tries

- 5 2 washes 4 drink 6 cycle 8 finish
3 works 5 go 7 swims
- 6 1 gets up 6 has 11 watches
2 starts 7 continues 12 plays
3 catch 8 goes 13 like
4 lasts 9 has 14 goes
5 start 10 does
- 7 1 doesn't 4 don't 7 don't
2 don't 5 don't 8 don't
3 doesn't 6 doesn't

8 Suggested Answers

- 3 doesn't cook 7 study
- 4 start 8 don't have
- 5 don't catch 9 do
- 6 don't play 10 doesn't speak

9 Suggested Answers

- 2 What do you do on Saturdays?
I go shopping.
- 3 What do you have for dinner on Sundays?
Roast chicken and potatoes.
- 4 When do you see your friends?
After school.

10 Suggested Answers

- 2 Do you play a sport? Yes, I do.
- 3 Do you get up early in the morning? Yes, I do.
- 4 Do you watch TV in the evenings? Yes, I do.
- 5 Do you speak French? No, I don't.
- 6 Do you play a musical instrument? No, I don't.

11 2 Does

- No, he doesn't./Yes, he does.
- 3 Do
No, they don't./Yes, they do.
- 4 Do
No, they don't./Yes, they do.
- 5 Does
Yes, he/she does./No, he/she doesn't.
- 6 Do
Yes, I do./No, I don't.
- 7 Do
Yes, I do./No, I don't.
- 8 Does
No, he/she doesn't./Yes, he/she does.
- 9 Do
No, I don't./Yes, I do.
- 10 Does
No, he/she doesn't./Yes, he/she does.

Vocabulary 5

- 1 a) 1 family 5 grandma 9 daughter
2 mum 6 brother 10 cousin
3 dad 7 aunt
4 granddad 8 husband
- b) 1 nephew 3 wife 5 uncle
2 husband 4 niece 6 aunt
- 2 1 mum 3 cousin 5 aunt
2 daughter 4 sister 6 grandma
- 3 1 B 3 C 5 C 7 C 9 A
2 A 4 B 6 A 8 B 10 B
- 4 1 have 5 goes 9 watch
2 meets 6 play 10 get
3 goes 7 has 11 go
4 do 8 has
- 5 2 It's twenty past eight. 5 It's ten to seven.
3 It's a quarter to eight. 6 It's half past eleven.
4 It's a quarter past six.

6 Across

- 2 teacher
- 5 photographer
- 6 mechanic
- 7 nurse
- 9 vet

Down

- 1 hairdresser
- 3 footballer
- 4 pilot
- 8 secretary

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

b) Suggested Answers

- 1 She likes drawing pictures.
- 2 The vacuum cleaner doesn't work.
- 3 I love all my family members.
- 4 They give each other gifts at Christmas.

Skills 5

- 1 1 He gets up at 10:00.
2 He has a cup of tea, a piece of toast and a slice of cake.
3 He goes cycling in the park.
4 He reads a book or listens to music.
5 He meets up with his friends in the afternoon.
6 They usually go to the cinema or stay at home and watch DVDs.
7 He goes to bed at 11:00 pm.
- 2 1 What time does the film start?
2 And what time does it finish?
3 Let's meet outside the cinema.

- 3 1 G 2 A 3 E 4 C 5 H

AUDIOSCRIPT

Debbie: Hi, Sally. Do you want to come to the gym?
Sally: No thanks. I prefer jogging. So does Henry. We usually go together.
Debbie: Georgia goes jogging, doesn't she?
Sally: No. She likes to take the dog for a walk. She says it's better exercise!
Debbie: But I thought it was William's dog.
Sally: It is, but he never does anything! All he does is surf the net all day.
Debbie: And what about Lucy?
Sally: She doesn't like exercise either. She likes reading or going to the cinema. But painting is her favourite thing. She spends hours painting.
Debbie: Really? That must be very relaxing.

4 Suggested Answers

- 1 I get up at 8:00 am.
- 2 Yes, I do.
- 3 I usually have a sandwich or a small snack.
- 4 I have a rest and watch TV.
- 5 I meet my friends at the weekend.
- 6 I do my homework in the evening.
- 7 I go to bed at 10:00 pm.

5 Suggested Answer

From: Emma
 To: Harriet
 Hi, Harriet! I'm **Emma**. I'm **eleven** years old and I'm **German**. I'm from **Berlin**.
 I'm tall with **blonde** hair and **blue** eyes. My father is an **engineer** and my mother is a **nurse**. I have **two** sisters. In my free time, I **listen to music** and **play hockey**. At the weekend I **go cycling with my friends**. That's all about me. Write back soon.
Emma

6 (Ss' own answers)

7 Morning

have breakfast
 play the piano
 go to dance class

Afternoon

take the dog for a walk
 go to the gym
 have lunch with my family

Evening

meet my friends
 go to the cinema

AUDIOSCRIPT

A: Are you busy on Saturdays?
 B: Yes, I am.
 A: What do you do?
 B: Well, in the morning I have breakfast and play the piano for an hour and then I go to dance class.
 A: What do you do in the afternoon?
 B: In the afternoon I take the dog for a walk, go to the gym and have lunch with my family.
 A: That's nice. What do you do in the evening?
 B: I meet my friends and go to the cinema.

Module 6

Grammar 6

- 1 2 Tigers usually hunt at night.
 3 They sometimes order take-away food.
 4 Lisa often takes the train to work.
 5 Ben always waters the plants in the morning.
 6 Francis usually takes the dog for a walk in the afternoon.
- 2 1 Stella always plays the piano in the afternoon.
 2 Ben sometimes meets his friends after school.
 3 We never exercise after lunch.
 4 Paula and Rachel are often late for work.
 5 Simon usually goes jogging in the evening.

3 Suggested Answers

- | | | |
|----------|-------------|-----------|
| 1 always | 4 sometimes | 7 usually |
| 2 never | 5 always | 8 never |
| 3 often | 6 often | |

4 Suggested Answers

- 1 I never get up at 7 in the morning.
- 2 I always walk to school.
- 3 I sometimes watch TV in the evening.
- 4 I often go to the cinema with my friends.
- 5 I usually go jogging in the evening.

at	night, the weekend, 4 o'clock, 7 pm, midnight, noon
on	24th January, Friday, Sunday
in	July, 2009, the morning, the spring, the afternoon, the evening, September

Suggested Answers

- 1 I like to see my friends at the weekend.
- 2 My favourite film is on at 7 pm tonight.
- 3 My mum's birthday is on Friday.
- 4 We go on holiday in July.
- 5 I like to take the dog for a walk in the morning.

- | | | |
|--------|------|------|
| 6 1 in | 3 at | 5 in |
| 2 on | 4 at | 6 on |

- | | | |
|---------|-------|--------|
| 7 2 How | 5 How | 8 What |
| 3 Whose | 6 Why | 9 How |
| 4 Where | 7 How | 10 How |

- | | |
|-----------------------|---------------------------|
| 8 2 What does it eat? | 5 How much does it weigh? |
| 3 Where does it live? | 6 How long does it live? |
| 4 How tall is it? | |

- 9 1 What is your favourite film?
- 2 How tall are llamas?
- 3 How much do koalas weigh?
- 4 Which car do you like?
- 5 Where are Philip and Max?

- | | | | | |
|--------|-----|-----|-----|------|
| 10 1 C | 3 A | 5 B | 7 C | 9 B |
| 2 B | 4 A | 6 B | 8 C | 10 B |

- 11 2 Where do badgers live?
- 3 How much do badgers weigh?
- 4 When do badgers sleep?
- 5 What do badgers eat?
- 6 How long do badgers live?

- | | |
|---------------|---------------|
| 12 1 Where, d | 4 How much, e |
| 2 How long, c | 5 Where, a |
| 3 What, b | |

Vocabulary 6

- 1 a) 1 duck 3 bear 5 hamster
 2 chicken 4 chimpanzee 6 eagle
- b) Domestic animals: chicken, duck, hamster (pet)
 Wild animals: bear, chimpanzee, eagle

- 2 a) 1 antlers 4 fin 7 beak
 2 fur 5 scales 8 feathers
 3 hooves 6 tail

- b) 2 Which animal has got antlers? A deer.
 3 Which animal has got fur? A deer.
 4 Which animal has got hooves? A deer.
 5 Which animal has got fins? A fish.
 6 Which animal has got scales? A fish.
 7 Which animal has got a tail? A fish.
 8 Which animal has got a beak? An eagle.

- 3 1 big nose 3 thin coat 5 long legs
 2 short tail 4 long feathers

- 4 1 big, thick 3 sharp 5 thin
 2 long 4 small 6 short

- 5 1 d 3 g 5 b 7 e
 2 c 4 f 6 a
- 1 the historic town 5 live on farms
 2 sharp claws 6 live in the wild
 3 thick tails 7 national animal
 4 kick hard

- 6 **Domestic animals:** horse, cow, cat (pet), goat, dog (pet), rabbit (pet), hamster (pet), canary (pet), duck, (sheep, pig)
Wild: eagle, bear, panda, koala, dolphin, giraffe, flamingo, elephant, squirrel, (lion, zebra)

- 7 1 growing 5 hunt 9 famous
 2 come out 6 lay 10 let off
 3 sharp 7 feeds 11 afraid
 4 fins 8 weigh

- 8 1 The Blue Peacock is from India and Sri Lanka.
 2 It is blue.
 3 No, it has got a long neck.
 4 Yes, it has.
 5 No, it can't.
 6 Yes, it can.

Skills 6

- 1 1 F 2 T 3 F 4 F 5 T 6 F
 2 1 C 2 C 3 A 4 A 5 A 6 B

AUDIOSCRIPT

Lizzie: I'm so happy, Paul! I have a new pet hamster!
Paul: Really? How exciting! What's the name of your new pet hamster?
Lizzie: Paul!
Paul: What do you mean Paul?
Lizzie: I am only joking. His name is Biscuit.
Paul: How cool! My cat's name is Socks and my dog's is Bruno.

Lizzie: A cat and a dog in the same house? Do they fight often?

Paul: No, not at all! In fact, they love each other. Bruno is a greyhound and greyhounds love cats.

Lizzie: Well, my dog Rex doesn't like Biscuit.

Paul: How do you know?

Lizzie: Whenever he sees him, he starts barking and then the hamster gets scared.

Paul: That's because he doesn't know him.

Lizzie: I guess so. They just need time to get to know each other.

3 Suggested Answers

- 1 A: Where do you live?
 B: I live in Barcelona, Spain.
 2 A: How old are you?
 B: I'm twelve years old.
 3 A: How much do you weigh?
 B: I weigh 45 kilos.
 4 A: How tall are you?
 B: 1 m 47 cm.
 5 A: Have you got any pets?
 B: I have got a pet parrot called Paco.
 6 A: What time do you go to school?
 B: At 8:00 am.
 7 A: When do you go to bed?
 B: At 10:00 pm.

4 Suggested Answer

I've got a pet **hamster**. Its name is **Tricksy**. It has got **short white fur and brown eyes**. It eats **dried fruit and nuts**. It can **run on its wheel for hours**. I love my pet a lot.

5 Suggested Answer

- A: What type of animal is it?
 B: It's a hamster.
 A: What's its name?
 B: Tricksy.
 A: What does it look like?
 B: It's got short white fur and brown eyes.
 A: What does it eat?
 B: Dried fruit and nuts.
 A: What can it do?
 B: It can run on its wheel for hours.

6 (Ss' own answers)

- 7 Name: Jaguar
 Where from: Central and South America
 Has got: large body, strong legs, thick fur with yellow and black spots
 Length: 1.7 m
 Weight: 60 to 100 kilos
 Can: climb trees, swim
 Lives: 12 to 15 years

AUDIOSCRIPT

The jaguar is from the forests of Central and South America. It is a big cat and it has got a large body, strong legs and thick fur with yellow and black spots. It is about 1.7 metres long and weighs between 60 and 100 kilos. It can climb trees and swim very well. It usually lives for 12 to 15 years.

Module 7

Grammar 7

1	+ ing	playing, listening, walking, talking, eating
	-e + ing	writing, making, having, creating, taking
	double consonant + ing	cutting, running, shopping, swimming, sitting

- 2 1 is making 4 is doing
 2 are eating 5 are watching
 3 are drinking 6 is playing
- 3 2 Wrong! The boys aren't talking on the phone. They're playing computer games.
 3 Wrong! Mum isn't cooking. She's talking on the phone.
 4 Wrong! Dad isn't watching TV. He's cooking.
 5 Wrong! The dog isn't eating. It's sleeping.
 6 Wrong! Susan isn't playing computer games. She's eating.
- 4 2 Is Bill sleeping?
 Yes, he is.
 3 Are Jim and John playing football?
 No, they aren't. They're swimming in the pool.
 4 Is Grandma eating some cake?
 Yes, she is.
 5 Is Granddad having a cold drink?
 Yes, he is.
 6 Are Peter and Ann swimming?
 No, they aren't. They're playing football.
- 5 1 She isn't making dinner.
 2 Is your mother shopping?
 3 Mum and Dad are watching TV.
 4 Katie is cleaning her room.
 5 James is wearing a suit and tie.
 6 Is Peter making a sandcastle?
 7 They aren't playing football.
 8 You aren't doing your homework.
- 6 1 are watching 5 visits
 2 have 6 Is she talking
 3 doesn't sleep 7 don't work
 4 is studying 8 play

- 7 1 's/is raining 4 is taking
 2 wear 5 Are you cooking
 3 goes 6 isn't riding
- 8 1 A: are you doing
 B: 'm/am making
 2 A: take
 B: walk
 3 A: Is she having
 B: 's/is sleeping
 4 B: 's/is raining
 5 A: skateboards
 B: 's/is playing
 6 A: Is your mother cooking
 B: is, are doing

9 Suggested Answers

- 1 do my homework in the evening
 2 'm reading a magazine
 3 plays tennis
 4 have barbecues
 5 are shopping

Vocabulary 7

1	Winter	Spring	Summer	Autumn
	December	March	June	September
	January	April	July	October
	February	May	August	November

- 2 1 boiling hot 4 snowing 7 warm
 2 raining 5 sunny
 3 foggy 6 chilly
- 3 1 d 2 c 3 b 4 a
- 4 **Clothes** (any order)
 1 jumper 4 socks 7 dress
 2 jacket 5 shirt 8 shorts
 3 suit 6 skirt
- Shoes** (any order)
 9 boots 10 sandals 11 trainers
- Accessories** (any order)
 12 belt 14 gloves 16 cap
 13 hat 15 tie
- 5 1 go 3 be 5 make
 2 have 4 play
- 6 a) 2 Jane is wearing a skirt, a coat, a top and boots.
 3 Anne is wearing a dress, sunglasses, a hat and sandals.
 4 Todd is wearing a suit, a shirt, a tie, a belt and shoes.
 5 William is wearing jeans, a jumper and socks.

Suggested Answer

b) I'm wearing a jumper, jeans, socks and boots.

- 7 1 sandcastles 4 wrong 7 uniform
 2 sunbathing 5 use 8 mind
 3 lovely 6 fit 9 handsome

- 8 1 attracts 4 turn 7 blowing
 2 comes 5 wins
 3 falling 6 wear

Skills 7

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

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

AUDIOSCRIPT

Woman: Hello, Reston Transport Museum. How can I help you?

Ben: Morning. I'd like some information about the museum, please. Can you tell me the opening times?

Woman: The museum is open Mondays to Saturdays from 8:00 in the morning to 8:00 in the evening.

Ben: How much is the entrance fee?

Woman: It's £5 for adults. Children up to the age of 16 don't have to pay, but they must be with an adult.

Ben: Are there any planes at the museum?

Woman: I'm afraid not. There are some cars, buses and bicycles. We don't have room for real planes and trains, but we do have some models on display.

Ben: Oh really? Can I buy some model planes?

Woman: Well, our gift shop only has books, DVDs and some posters of the history of transport. We don't sell model planes.

Ben: Where exactly is the museum?

Woman: It's easy to find. It's on Station Road, just off Waltan Street. We're next to Greave Bookshop.

Ben: Can I get a bus to the museum?

Woman: Yes. There are buses every half-hour. The last bus is at 6 o'clock.

Ben: Thanks. That's very helpful.

3 Suggested Answers

- 1 I usually go on holiday in August.
- 2 I go to Portugal.
- 3 I usually swim and explore the local area.
- 4 Summer is my favourite season.
- 5 I like hot weather. I prefer playing tennis or swimming.
- 6 I usually go on holiday with my family.
- 7 I want to go to Austria.

4 Suggested Answers

- | | |
|---------------------|-------------------------|
| 1 25th July | 11 have lunch |
| 2 Sam | 12 relax |
| 3 France | 13 go for a walk |
| 4 boiling hot | 14 having a coffee |
| 5 my family | 15 go shopping tomorrow |
| 6 really big | 16 weather |
| 7 lovely | 17 now |
| 8 TV and a computer | 18 a few days |
| 9 Saint Marc | 19 Alex |
| 10 go swimming | |

5 (Ss' own answers)

- | | |
|-----------------|-------------|
| 6 1 Spain | 5 river |
| 2 Madrid | 6 city |
| 3 hot and sunny | 7 museums |
| 4 hotel | 8 buildings |

AUDIOSCRIPT

Hi Kim!

Greetings from Spain! Madrid is wonderful. I'm having a great time. The weather is hot and sunny. The hotel is next to the river and there is a great view of the city from my room. There are a lot of museums and beautiful buildings to see.

See you soon.

John

Module 8

Grammar 8

- 1 Countable:** a cherry, a lemon, a banana, a tomato
Uncountable: some rice, some flour, some cheese, some lamb, some coffee, some milk

- | | | |
|-------------|--------|-------|
| 2 1 yoghurt | 4 meat | 7 oil |
| 2 beef | 5 corn | |
| 3 pasta | 6 rice | |

- | | | | | |
|-------|-----|-----|-----|-----|
| 3 1 e | 3 i | 5 a | 7 d | 9 g |
| 2 f | 4 h | 6 b | 8 c | |

- 4 2 There is a glass of milk on the table./There is some milk on the table.
- 3 There isn't any yoghurt on the table.
- 4 There is an orange on the table.
- 5 There isn't any sugar on the table.
- 6 There aren't any biscuits on the table.
- 7 There are some bananas on the table.
- 8 There is some butter on the table.
- 9 There is a piece of cheese on the table./There is some cheese on the table.
- 10 There aren't any apples on the table.

- | | | |
|--------------|--------|------------|
| 5 1 a lot of | 5 much | 9 a lot of |
| 2 many | 6 much | 10 much |
| 3 much | 7 many | |
| 4 much | 8 many | |

- 6 1 any 5 many 9 a
 2 many 6 a lot of 10 some
 3 some 7 much
 4 an 8 any

- 7 1 A 3 A 5 P 7 P 9 P
 2 P 4 A 6 A 8 A 10 P

- 8 2 Don't shout!
 3 Listen to your teacher!
 4 Finish all your homework!
 5 Raise your hand!
 6 Don't throw paper on the floor!
 7 Ask questions!
 8 Don't use your mobile phone in class!

Vocabulary 8

- 1 **Vegetables:** cabbage, carrots, corn, broccoli, lettuce
Fruit: bananas, cherries, oranges, pears
Dairy Products: yoghurt, milk, butter, cheese
Meat: chicken, lamb, beef

- 2 1 cheese 5 cabbage 9 tea
 2 lamb 6 salad 10 coffee
 3 rice 7 butter
 4 orange juice 8 pasta

- 3 1 sandwich 7 chips
 2 lettuce 8 lemonade/fizzy drinks
 3 cheese 9 soup
 4 tomato 10 pizza
 5 a bottle of water 11 pasta
 6 biscuit

- 4 1 j 3 g 5 d 7 e 9 b
 2 i 4 f 6 h 8 c 10 a
- 1 dairy products 6 kitchen surfaces
 2 fizzy drinks 7 unique experience
 3 raw meat 8 eating habits
 4 favourite dessert 9 chopping board
 5 mineral water 10 weird food

- 5 1 fun 4 music 7 out
 2 take away 5 a meal 8 your order
 3 drinks 6 fast

Skills 8

- 1 1 T 3 T 5 F 7 T
 2 F 4 T 6 T

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

AUDIOSCRIPT

My favourite fast food restaurant is Paul's Fast Food Express. I often go there with my friends. It is at 13 Green Street not far from my school. I always order a club sandwich. It only costs £3. I sometimes have a Pepsi as

well. It's not expensive. It costs £1.10. My friend, Simon, usually has a large cheeseburger. The cheeseburgers there are fantastic. Paul's Fast Food Express is a great place, but is only open for lunch every day.

3 Suggested Answers

- 1 Yes, I do.
 2 I usually have three or more servings of fruit and vegetables every day.
 3 I like tomatoes, potatoes and onions.
 4 I love homemade food.
 5 No, I can't cook.

4 Suggested Answer

To: Thomas
 From: Frida
 Re: I love food!

Dear Thomas,
 Thank you for your email. I love food too! I **really like** fruit. I usually have **three or more** servings of fruit and vegetables. I like **tomatoes, potatoes and onions**. I **love** homemade food. I **don't like** fast food. My favourite food is **pizza**. I **can't** cook.

A popular traditional dish in my country is **goulash, a soup of meat and vegetables**. Some people eat it a lot. I **really** like it.

What about the people in your country? Do you have any popular traditional dishes? I would like to know.

Bye,
Frida

5 (Ss' own answers)

6 Starters: soup, salad

Main courses: chicken pie, pizza, roast lamb or spaghetti

Desserts: ice cream, apple pie

Drinks: coke, tea, coffee, water

AUDIOSCRIPT

A: This is a nice restaurant.

B: Yes, it is. What shall we have to eat?

A: Let's look at the menu.

B: OK. Well, there's soup or salad to start with.

A: Yes. Soup for me I think.

B: Me too. What about the main course?

A: Well, there's chicken pie, pizza, roast lamb or spaghetti.

B: I want pizza.

A: So do I. And for dessert, ice cream or apple pie?

B: Ice cream.

A: Me too, and I want Coke to drink.

B: I don't want Coke or tea or coffee.

A: Just water for you, then.

B: Yes.

Presentation Skills

Teacher Guidelines

Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. You can follow these steps:

Step 1

Decide on the presentation topic. Remember to take into account the situation and the target audience. It is also important to decide on the type and purpose of the presentation, as this will determine the style and the language used.

Step 2

Divide the class into work groups, so that they can collaborate and give each other feedback as they create the presentation. You can help them decide which role each student will take: for instance, who will do the research? Who will write the presentation? Who will look for visuals, quotations etc?

Step 3

Tell the students to read the texts assigned or brainstorm for ideas and make notes in their notebooks.

Step 4

Remind your students about the importance of a well-organised presentation, which consists of an introduction, main body and conclusion. At this point, students should start organising their notes into spidergrams or diagrams.

Step 5

Have the students start working on the content of the presentation (expanding their spidergrams/ diagrams into paragraphs), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations etc.

Step 6

Ask students to write their presentation script and submit it to you for feedback. Check for language (correct use of grammar and lexis), clear organisation of ideas, appropriacy, style and flow.

Step 7

Encourage students to use presentation software (such as PowerPoint® or Keynote®) if they wish to support and highlight their points and make their whole presentation more lively.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but should maintain consistency from slide to slide (the same colours, logo, types of animation etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

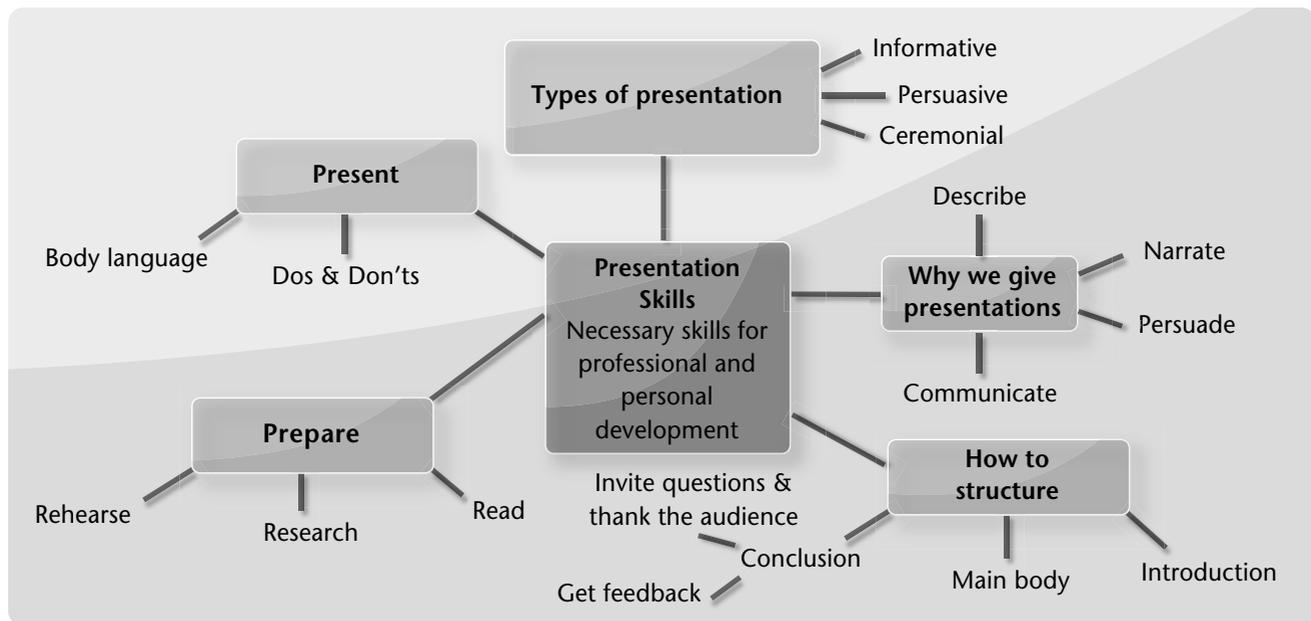
Step 8

Show how important it is for students to rehearse first, in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation. (*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
- **Persuasive** e.g. in sales, debates, to a group of peers, politicians' speeches
- **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).
- B narrate** an experience, a story, a myth, a fable, an event (e.g. natural disaster).
- 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 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. *Do you enjoy travelling to new places?*
- 2 **use a quotation** e.g. *As Mother Teresa said, "Love begins at home."*
- 3 **ask a rhetorical question** e.g. *We can all do more to help the planet, can't we?*
- 4 **make a statement** e.g. *Every person is special and extraordinary.*
- 5 **narrate a personal or general story** e.g. *Millions of years ago, dinosaurs walked the Earth. Some were big, some were small, some ate meat and some ate plants. But suddenly they disappeared ...*
- 6 **set the scene and stimulate emotions** e.g. *Imagine a place where all you can see is snow. It's really cold. No one is around. You are all alone.*
- 7 **use visuals (photos, charts, films, pictures etc)** e.g. *Look at this painting. It shows... .*
- 8 **use music (a song, soundtrack etc)** e.g. *Listen to this piece of music. What does it bring to mind?*
- 9 **use humour (a joke, a riddle etc)** e.g. *If an apple a day keeps the doctor away, what does an onion do? It keeps everyone away! It's true that onions smell bad, but they're very healthy.*
- 10 **use a rhyme or short poem** e.g. *Make new friends but keep the old, one is silver and the other gold.*

To end a presentation we can:

- 1 **address the audience** by asking a question *e.g. Can you imagine life without friends?*
- 2 **use a quotation** *e.g. As Ernest Hemingway, the famous writer, said: "There is no friend as loyal as a book."*
- 3 **ask a rhetorical question** *e.g. Who doesn't like spring after all?*
- 4 **make a statement** *e.g. We all need to do more to help save these animals.*
- 5 **narrate a personal or general story** *e.g. I'll never forget the day I got my puppy, Max. He's my best friend and now I know that dogs are a man's best friend.*
- 6 **stimulate emotions** *e.g. Imagine there are no more beautiful, exotic fish in our seas. This would be a tragedy.*
- 7 **use humour (a joke, a riddle etc)** *e.g. What travels the world but stays in a corner? A stamp. Most people don't write letters any more but 100 years ago it was the best way to keep in touch.*
- 8 **ask a "what if" question** *e.g. What if we never see a white tiger again?*
- 9 **use a rhyme or short poem** *e.g. Family always makes you glad, when times are good or times are bad.*

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. It's time for a quiz in teams! The team that gets the most answers correct wins! e.g. Team A: When was ... built? Correct! Team B: How old is ...?*
- 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 recycle on a regular basis? 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. Which superhero would you like to be?/What do you think was the most interesting idea?*
- 5 **Game:** Prepare a Y/N or T/F quiz with questions/statements based on the presentation. *e.g. Is the Gherkin made of glass and iron?/Do its windows look like diamonds?* 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, etc.

Recycle
Reuse
S...
P...
R...

Prepare

Steps to follow

- 1 Read, brainstorm & prepare a spidergram to organise your notes.
- 2 Research resources from videos, texts within the 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).

Body Language

Body language is very important when you give a presentation. It is part of communication and helps you maintain your audience's attention and interest.

Dos ✓

Remember to be polite and smile.



Don'ts ✗

Don't read directly from your notes.



Stand up straight and maintain eye contact with your audience.



Don't stand with your back to the audience.



Use appropriate facial expressions and gestures to make your presentation clear.



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.

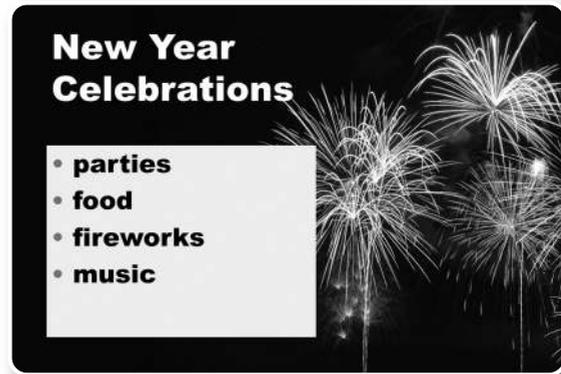
1 Use a simple layout

This will help the audience to follow your presentation easily.



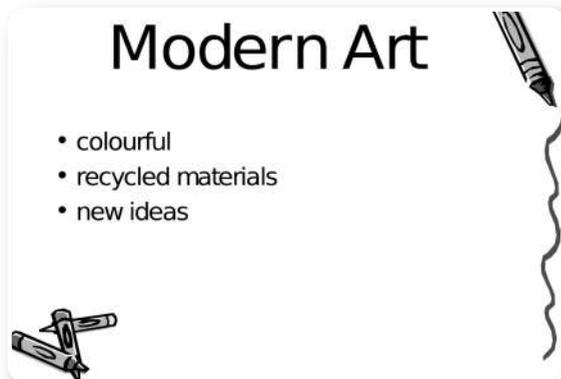
4 Use dark fonts on light backgrounds or light fonts on dark backgrounds

This will make your slides easier to read.



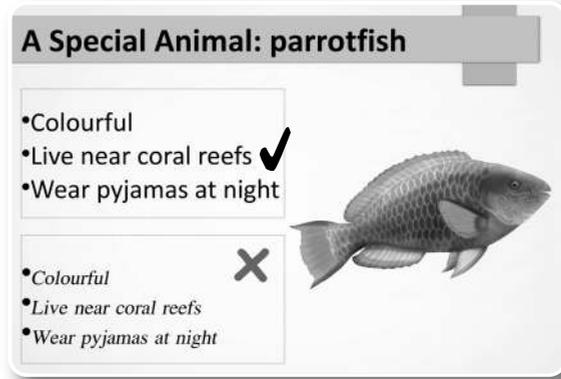
2 Use a title

This will let your audience know what you are speaking about.



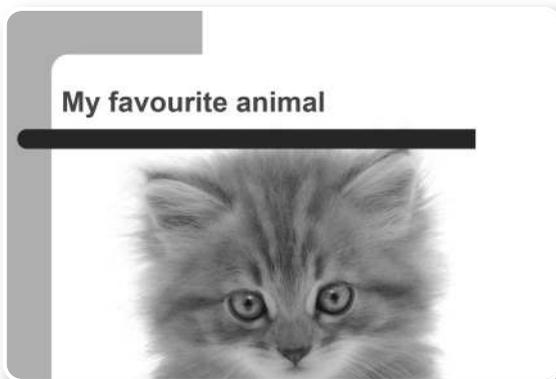
5 Use clear and easy-to-read fonts

Members of the audience will lose interest if they cannot read your slides easily.



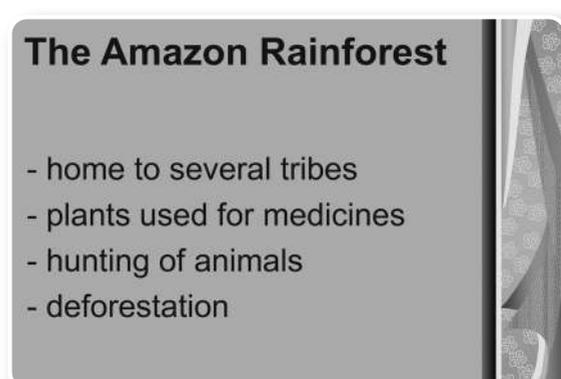
3 Use visuals

Visuals capture the attention of the audience and make your presentation more interesting.



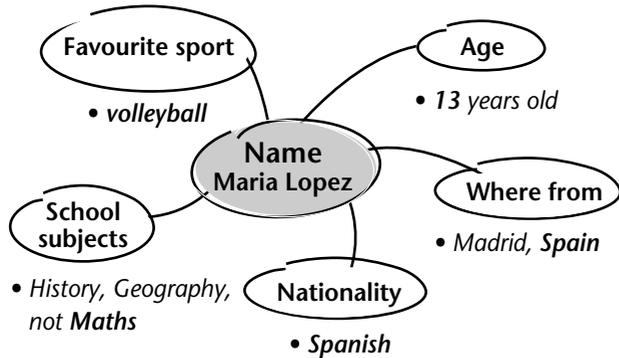
6 Use notes rather than long sentences

This will ensure that your audience can understand your points and focus on listening to the presentation rather than reading long sentences.



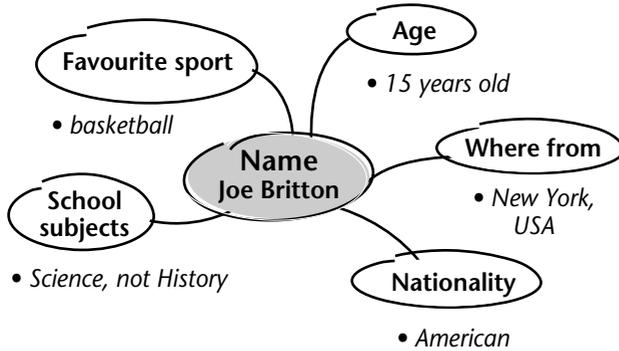
Presentation Skills 1

1



- 2 a) **Opening technique:** making a statement
Closing technique: using a quotation
- b) **Feedback technique:** open discussion

3 Suggested Answer



- 4 a) Introduction: A Conclusion: B
- b) A 2 B 1

5 Suggested Answer

The American writer David Pelzer said, "To help yourself, you must be yourself."

6 Ss should select a picture of themselves doing sth they enjoy.

7 Suggested Answer

Good morning. I'm Joe Britton. Look around the classroom. Do you know everyone here? Probably not. As it's our first day together, let's get to know each other.

I'm 15 years old and I'm from New York in the USA. My nationality is American.

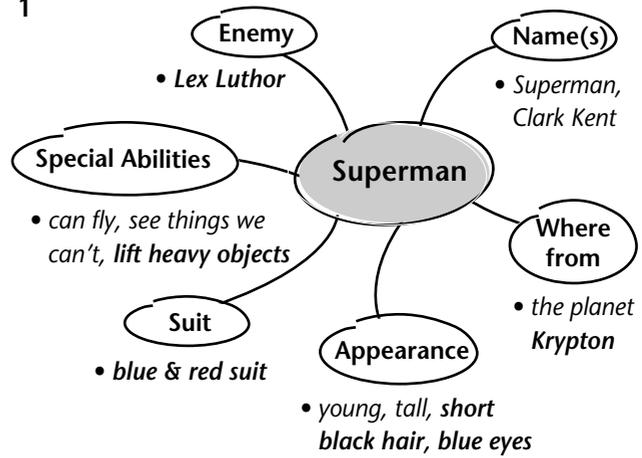
My favourite school subject is Science. I don't like History because I think it is a boring subject! I'm interested in basketball. This is a photo of me and my basketball team.

To sum up, I'm American and I enjoy Science and basketball but I don't like History. These are the things that make me special!

How many of you like the same school subjects as I do? ... How many of you enjoy basketball? ... Great! Have you got any questions for me? ... Thank you for your time.

Presentation Skills 2

1



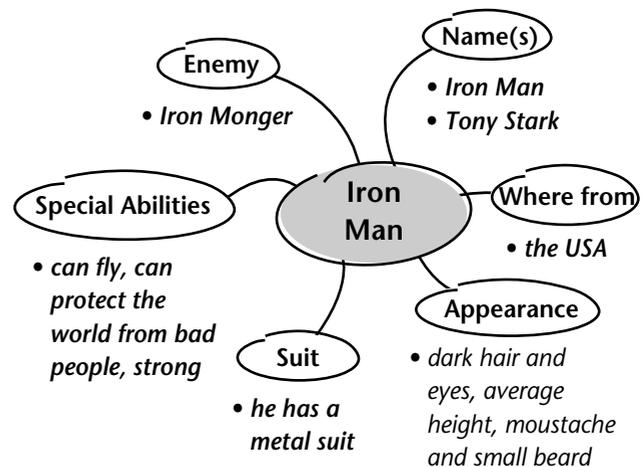
- 2 **Opening technique:** asking a rhetorical question
Closing technique: making a statement

- 3 a) **Feedback technique:** pop quiz style questions in teams
- b) **Alternative feedback technique:** polling questions
 How many of you like Superman? ... That's great! Everyone likes him. How many of you think his special abilities are cool? ... Lots of you!

4 a) Suggested Answers

name: Tony Stark, he's from the USA
appearance: he has dark hair and eyes, a moustache and a beard
special abilities: strong, metal suit, can fly
enemy: Iron Monger

b) Suggested Answer



- 5 a) A 2 B 1
- b) A 1 B 2

- 6 Ss should look for photos of Iron Man or a short video clip from the *Iron Man* films.

Suggested Answer

Good morning. I'm Elizabeth Stone. Who is your favourite film character? Batman? Spider-man? Captain America? Well, my favourite is Iron Man.

His other name is Tony Stark. He is from the USA. He has dark hair and eyes. He is of average height and he has got a moustache and a small beard. His costume is a metal suit.

With the help of his suit, he can fly. He can also protect the world from bad people because he is very strong. His enemy is the evil Iron Monger.

To sum up, Iron Man is my favourite film character because he's very strong, clever and brave. He can do lots of things we can't. Who wouldn't love him?

So, let's play a game. If you think the answer is yes, stand up. If it's no, stay seated. Is he a robot? ... You're right! He isn't. Can he fly? ... Good, he can fly! Is he very strong? ... Great work! He is! Now, for the last question: Is Iron Monger Iron Man's best friend? ... No, he isn't. Iron Monger is his enemy. Good job!

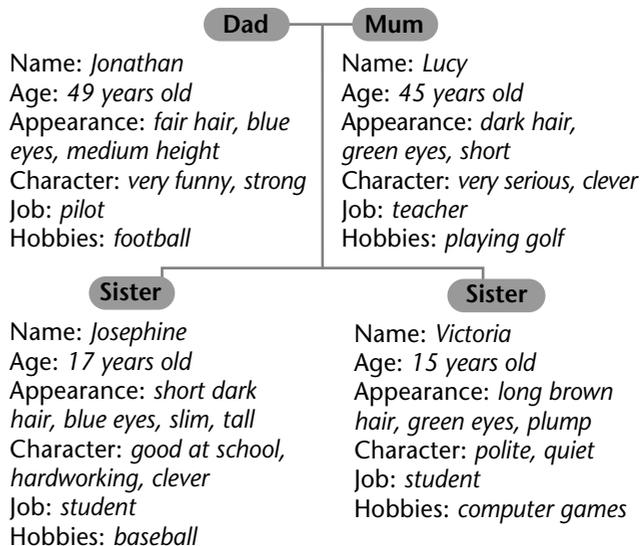
Are there any questions? ...

Thank you all.

- 2 a) **Opening technique:** using a rhyme
Closing technique: using a quotation

- b) **Feedback technique:** a Y/N game

3 **Suggested Answer**



- 4 a) Introduction: B Conclusion: A
b) A 2 B 1

5 **Suggested Answer**

As some people say "Family: where life begins and love never ends."

6 **Suggested Answer**

Good morning. My name is John Mills. Who are the most important people in your life? Well, for me it's my family.

Look at my family tree. This is my dad. His name is Jonathan. He's 49 years old. He has got fair hair and blue eyes. He is of medium height. My dad is very funny and strong. He's a pilot and his hobby is football. My mum's name is Lucy. She is 45 years old. She's got dark hair, green eyes and she's short. She's very serious but clever. She works as a teacher and she likes playing golf.

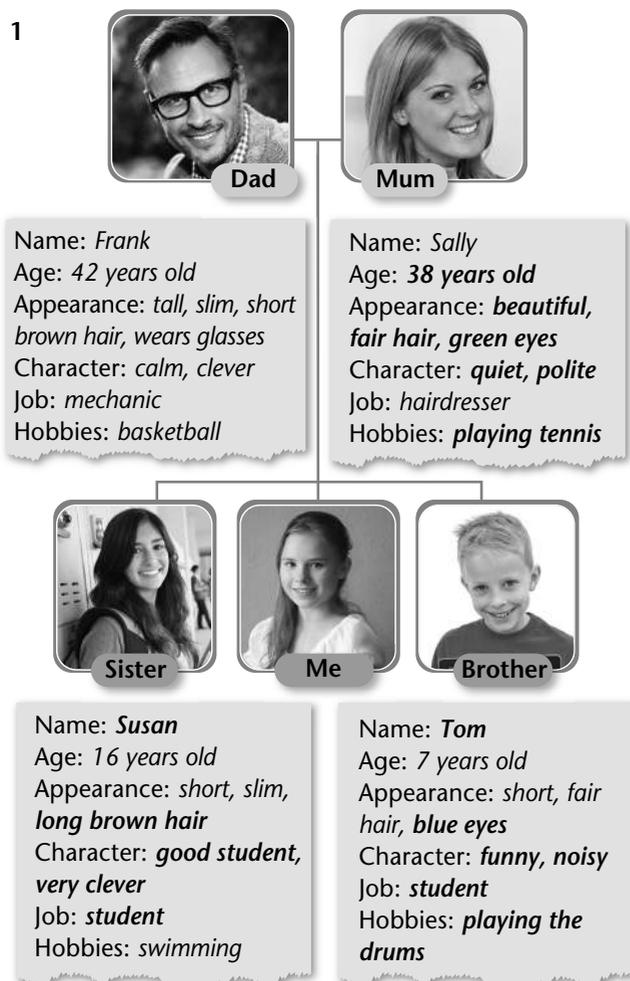
This is a picture of my sister, Josephine. She is 17 years old. She has got short dark hair and blue eyes. She's also slim and tall. She is hardworking and clever so she's very good at school. She likes playing baseball.

Over here is my other sister Victoria. She is 15 years old. She has got long brown hair and green eyes. She's a little plump. Victoria is polite and quiet. She is also a student, and she likes to play computer games every day after school.

That's my family! They are the most important thing in my life. I can't live without them!

Presentation Skills 3

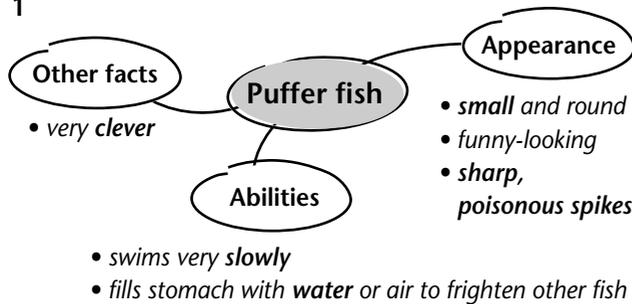
1



OK, it's quiz time! The team with the most correct answers wins. Team A: What is my dad's hobby? ... Football, yes. Team B: Does my mum like playing golf? ... Yes, she does! Team A: How old is my sister? ... 15, correct. Team B: what does my sister do after school? ... Plays computer games, you're right. Good job, both teams!
Have you got any questions? ...
Thanks for listening.

Presentation Skills 4

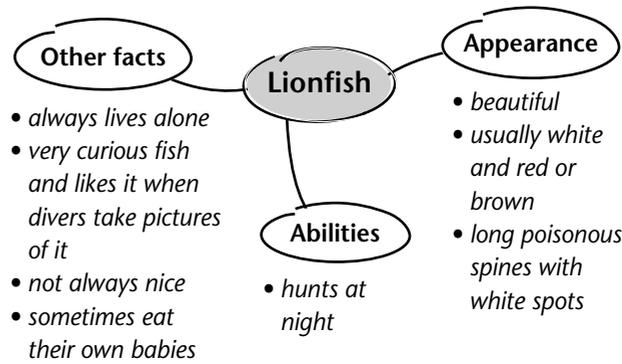
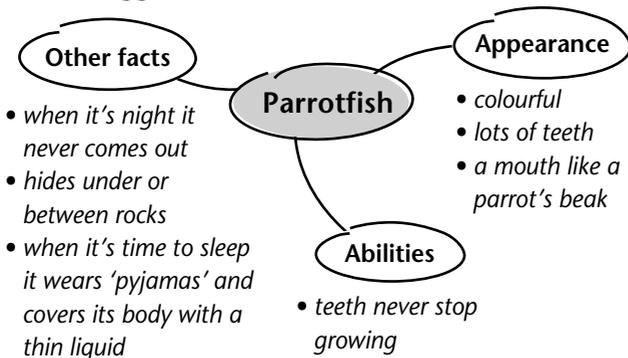
1



2 **Opening technique:** using a riddle
Closing technique: asking a rhetorical question

3 a) **Feedback technique:** a T/F game
 b) **Alternative feedback technique:** pop quiz style questions in teams
 Now, it's time for a pop quiz in teams. The team with the most correct answers wins. Ready? Team A: Is the puffer fish small or big? ... Small! Great work. Team B: Does the puffer fish look strange? ... Yes, it does! Fantastic! Now, team A again: Has it got poisonous spikes? ... You are correct, it does! Last question, team B: Can it swim fast? ... No, it can't. Well done! It's a draw!

4 b) **Suggested Answers**



5 a) Introduction: A Conclusion: B
 b) A 2 B 1

6 Ss should look for photos of lionfish and parrotfish.

7 Suggested Answer

Good afternoon. My name is Julie Fields and I work here at the National Aquarium. There are millions of animals that live in our seas and oceans but most people only know about a few of them. That's why I'd like to present two unique animals today: the parrotfish and the lionfish.

Here you can see the parrotfish, which is very colourful. The parrotfish is unique as it has a lot of teeth and a mouth like a parrot's beak. It has teeth that never stop growing. Isn't that amazing? The parrotfish never comes out at night. Instead, it hides under or between rocks. Then, when it's time to sleep, the parrotfish wears 'pyjamas'; it covers its body with a thin liquid like a coat.

This is the lionfish. The lionfish is very beautiful. It is white and red or brown in colour. It has got long, poisonous spines with white spots. The lionfish usually hunts at night and always lives alone. It is a very curious fish and likes it when divers take pictures of it. However, lionfish are not always nice as they sometimes eat their own babies.

All in all, the lionfish and the parrotfish are unique and wonderful. In the words of Robert Wyland, "The world's finest wilderness lies beneath the waves." So let's make sure we protect the animals that live in our oceans and seas.

Now, let's sum up some important facts about the parrotfish and the lionfish on my flipchart. The initial letters can help you.

What is special about the parrotfish?

T-eeth never stop growing

H-ide under rocks

W-ear pyjamas

Now, what do lionfish look like?

B-eautiful

W-hite

R-ed

B-rown

Great! Good job, everyone!

Are there any questions? ...

Thank you for visiting us.

Language Review 1

- | | | | |
|---|------------|------------|-----------|
| 1 | 1 USA | 5 Portugal | 9 Greece |
| | 2 Mexico | 6 France | 10 Turkey |
| | 3 Scotland | 7 Germany | 11 Russia |
| | 4 UK | 8 Italy | 12 China |
-
- | | | |
|---|---------------------------|-------------------------------|
| 2 | A Geography | E Information Technology (IT) |
| | B Music | F Art |
| | C History | G Science |
| | D Physical Education (PE) | H English |
| | | I Maths |

Language Review 2

- | | | | |
|---|--------|-------------|----------|
| 1 | 1 head | 6 beard | 11 knee |
| | 2 hair | 7 mouth | 12 arm |
| | 3 eye | 8 ear | 13 hand |
| | 4 nose | 9 moustache | 14 ankle |
| | 5 lips | 10 leg | 15 foot |
-
- | | | |
|---|------------------|---------------|
| 2 | 1 digital camera | 9 gloves |
| | 2 helmet | 10 bicycle |
| | 3 basketball | 11 watch |
| | 4 handbag | 12 comic book |
| | 5 notebook | 13 cap |
| | 6 trainers | 14 video game |
| | 7 sunglasses | 15 scarf |
| | 8 guitar | 16 skateboard |

Language Review 3

- | | | | |
|---|---------|-----------|---------|
| 1 | 1 drive | 6 fly | 11 swim |
| | 2 dance | 7 balance | 12 jump |
| | 3 play | 8 dive | 13 ski |
| | 4 run | 9 spin | |
| | 5 climb | 10 ride | |
-
- | | |
|---|----------------------------|
| 2 | 2 can ride a bicycle |
| | 3 can ski down the slope |
| | 4 can spin a ball |
| | 5 can dive in the sea |
| | 6 can jump over the hurdle |

Language Review 4

- | | | | |
|---|-------------------|--------------|--------------|
| 1 | 1 ceiling | 10 door | 19 cushion |
| | 2 wall | 11 mirror | 20 stairs |
| | 3 wardrobe | 12 bath | 21 carpet |
| | 4 bookcase | 13 washbasin | 22 armchair |
| | 5 poster | 14 toilet | 23 chair |
| | 6 pillows | 15 fridge | 24 table |
| | 7 bed | 16 painting | 25 cooker |
| | 8 bedside cabinet | 17 curtains | 26 cupboards |
| | 9 desk | 18 sofa | 27 sink |

- | | | | | |
|---|----------------|--------------------|-----------------|----------------|
| 2 | bedroom | living room | bathroom | kitchen |
| | bed | cushions | bath | sink |
| | wardrobe | sofa | washbasin | fridge |
| | bookcase | curtains | toilet | table |
| | desk | armchair | door | cooker |
| | pillows | carpet | mirror | cupboards |

Language Review 5

- | | | |
|---|---------------------|------------------------|
| 1 | 1 gets up | 6 plays computer games |
| | 2 has breakfast | 7 cooks dinner |
| | 3 walks to school | 8 watches TV |
| | 4 has lunch | 9 goes to bed |
| | 5 does her homework | |
-
- | | | | |
|---|---------------|--------------|------------|
| 2 | 2 teacher | 4 secretary | 6 mechanic |
| | 3 hairdresser | 5 footballer | |
-
- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 3 | 1 c | 2 d | 3 e | 4 b | 5 a |
|---|-----|-----|-----|-----|-----|
-
- | | | | |
|---|---------|-----------|----------|
| 4 | 1 funny | 3 polite | 5 clever |
| | 2 noisy | 4 serious | |

Language Review 6

- | | | | |
|---|------------|------------|---------------|
| 1 | 1 sheep | 6 horse | 11 squirrel |
| | 2 elephant | 7 cow | 12 chimpanzee |
| | 3 eagle | 8 rabbit | 13 bear |
| | 4 hamster | 9 fox | |
| | 5 duck | 10 chicken | |

sheep D	cow D	rabbit P/W
squirrel W	eagle W	elephant W
horse W/D	hamster P	chimpanzee W
fox W	duck W/D	
bear W	chicken D	

- | | | |
|--------------|--------------|-------------|
| 2 • big fins | • big horns | • big eyes |
| • big hooves | • short legs | • big wings |

Language Review 7

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

2 shirt 8	skirt 9	tie 14
jeans 2	suit 12	coat 1
shorts 15	jacket 4	jumper 16
top 17	boots 7	gloves 19
sandals 18	socks 13	belt 6
T-shirt 10	trainers 5	dress 3

Language Review 8

1 1 oranges	8 cabbage	15 yoghurt
2 grapes	9 carrots	16 butter
3 apples	10 potatoes	17 cheese
4 strawberries	11 corn	18 beef
5 pear	12 rice	19 chicken
6 bananas	13 bread	20 lamb
7 lettuce	14 milk	

2 1 yoghurt	3 grapes	5 eggs
2 cheese	4 lettuce	

3 1 cream	4 yoghurt	7 pear
2 sugar	5 oil	8 milk
3 butter	6 salad	

