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Introduction to the Teacher

Starlight 5 is a modular secondary-level course for learners studying British English at elementary level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes. The course is based on and fulfills all the requirements of the Russian Federal State Standard of Education. The Student's Book has been approved by the Russian Academy of Science and the Russian Academy of Education.

Starlight 5 consists of six modules. Each module consists of nine units plus Language Review, Revision and Skills sections. The corresponding module in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book & Workbook

The Student's Book is the main component of the course. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see **Elements of the Coursebook**).

The Workbook is in full colour and contains units corresponding to those in the Student's Book containing practice on all four language skills. It also contains a Grammar Bank and Revision Practice for students to prepare for their tests. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book.

Teacher's Book and Tests

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book & Workbook and the tapescripts of the listening material.

Class Audio CDs & Tests

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the dialogues and texts in the Listening and Reading sections, as well as model dialogues, Pronunciation/Intonation section, and the material for all listening tasks. There is also one CD which contains the Tests in word format. The Tests, one per module, are available for teachers to use as a formal means of checking their Ss' progress. There is also a full key to the Tests, listening tasks & tapescripts.

Student's Audio CD

The S's Audio CD contains the main texts or model dialogues in the Reading sections of the Student's Book, Pronunciation/Intonation tasks as well as the Listening tasks of the Workbook for the purposes of homework and preparation.

ELEMENTS OF THE COURSEBOOK

Each module begins with a modular spread that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practice the vocabulary presented.

Each module contains the following sections:

Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. Vocabulary is practiced through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 1, p. 10*)

Grammar

- The grammar items of each module are presented by means of clear and concise theory boxes.
- **Grammar exercises and activities** reinforce Ss' understanding of these items. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

Listening tasks and Speaking practice

- Ss can develop their **listening skills** through a variety of tasks. These tasks employ the vocabulary and grammar practiced in each module, in this way reinforcing understanding of the language taught in the module.
- **Controlled speaking activities** have been carefully designed to allow Ss guided practice before leading them to **freer speaking activities**.

Pronunciation/Intonation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. Intonation activities help Ss improve their intonation patterns.

Everyday English

These sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practiced.

Study Skills

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

Skills sections

These sections offer students practice on all four language skills.

Writing Bank

This section provides preparation of the writing task types as they are presented in the Student's Book. It contains theory, plans, full-length model compositions and useful language to help Ss produce successful pieces of writing.

Reading texts

These texts or situational dialogues practice specific reading skills such as skimming, scanning, intensive reading for specific purposes, understanding text structure, and so on. The texts are usually exploited in four stages:

- a warm-up activity to intrigue students
- top-down activities (scanning and reading for gist)
- bottom-up activities (reading for detailed understanding)
- oral reproduction (Ss outline the main points of the text)

Writing

The writing sections have been carefully designed to ensure that Ss systematically develop their writing skills.

- A model text is presented and thoroughly analysed, and guided practice of the language to be used is provided.
- The final task is based on the model text and follows the detailed plan provided.
- All writing activities are based on realistic types and styles of writing such as letters, emails, descriptions, postcards, and reviews.

Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

- In each **Culture Corner**, Ss are provided with culture information and read about aspects of English-speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learnt and compare it to the culture of their own country.
- Each **Curricular** enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learned by relating it to their own personal frame of reference.

Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learned throughout the module.

Module Language Review & Revision sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. Games enable Ss to use the new language in an enjoyable way, using the format of a team competition, and promoting humanistic learning. The material has been designed to help Ss learn new language in the context of what they have already mastered, rather than in isolation. In the Revision sections, a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the module and the Ss' achievements are clearly stated at the end of each *Revision* section.

Russia

These sections contain cultural information about aspects of Russia and are thematically linked to the module.

Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

Vocabulary Bank

This section contains presentation and practice of vocabulary items related to the theme of the module.

American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

Word List

A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.

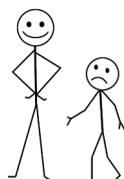
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Starlight 5* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 8, Ex. 1a.*)

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

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: “powerful.”
 - present the word **strong** by giving its opposite: “weak.”
 - present the word **weekend** by paraphrasing it: “Saturday and Sunday.”
 - present the word **famous** for by giving its definition: “very well – known (person or thing).”
- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss’ country: “Rome is a city, but Parma is a town.”
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings, and any other visual material may also serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss’ native language. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

Note: *Check these words* sections can be treated as follows: Go through the list of words before Ss read the text and present the new words by giving examples, synonyms/opposites, or miming their meaning.

Alternatively, go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

C Listening and Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student’s Book, Module 2, p. 27, Ex. 4a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Listening and reading for detail.** Ask Ss to read or listen for specific information. (*See Student’s Book, Module 2, p. 27, Ex. 4b. Ss will have to read or listen to the text on page 27 for a second time in order to do the task. They are looking for specific details in the text and not for general information.*)

D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (*See Student’s Book, Module 5, p. 90, Ex. 2 where Ss use the structures given to talk about types of films.*)
- Ss are then led to **freer** speaking activities. (*See Student’s Book, Module 5, p. 90, Ex. 5 where Ss are invited to talk about a film.*)

E Writing

All writing tasks in *Starlight 5* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (*See Student’s Book, Module 3, p. 37.*)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (*See Student’s Book, Module 3, p. 37, Ex. 1/7. Ss are asked to write an email describing their house.*)
- Make sure Ss follow the detailed **plan** they are provided with. (*See Student’s Book, Module 3, p. 37, Ex. 7.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Projects

- When dealing with project work, either as an individual or as a group task, it is necessary to prepare Ss well in class before they attempt the task. Projects can be creating a poster, making a presentation, etc, in general, tasks that Ss might research online or in encyclopaedias and textbooks in order to collect the information and then present it to the class.

G Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

Dictation – Ss learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading Aloud – Assisted by the S's CDs, Ss practice at home in preparation for reading aloud in class;

Project – After they have been prepared in class, Ss complete the writing task; and

Writing – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

H Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.
- **Written work:**
Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give "reward" stickers. Praise effort as well as success.

I Class organisation

- **Open pairs**
The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 2b on p. 49 of the Student's Book.)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 6 on p. 49 of the Student's Book)

- **Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- **Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

- **Rolling questions**

Ss one after the other ask and answer questions assisted by prompts. (See Speaking Ex. 7b on p. 47 of the Student's Book.)

J Using the Student's Audio CD

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio CD. Ss have the chance to listen to these recordings at home as many times as they want to improve their pronunciation and intonation.

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence/exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.
- All listening tasks in the Workbook are also included in the Student's CD.

K Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
		sb	Somebody
Ex(s).	Exercise(s)	sth	Something

Starter

Objectives

Lesson Objectives: To present and practise the alphabet, cardinal and ordinal numbers, and colours; to familiarise Ss with addresses and telephone numbers; to ask about name and age; and to learn *a/an*.

Vocabulary: Numbers (1-100), School subjects (*Maths, History, English, Art, Geography, Music, Science, ICT, PE*) Classroom objects (*atlas, notebook, folder, briefcase, eraser, book, schoolbag, ruler, pencil case*), Colours (*purple, pink, red, blue, green, yellow, orange, brown, black, white, grey*)

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

- Play the recording.
- Ss listen and repeat the letters. Check Ss' intonation.

2 **Aim** To practise asking about names and spelling names

- Choose two Ss to read the example dialogue.
- Allow Ss time to complete the task with the rest of the names in closed pairs.
- Monitor the activity around the class and check for correct pronunciation.
- Ask some pairs to act out a dialogue in front of the class.

Answer Key

- 2 A: *What's your name?*
B: *Luisa.*
A: *And your surname?*
B: *Fernandez.*
A: *How do you spell it?*
B: *F-E-R-N-A-N-D-E-Z. etc.*

EXTRA ACTIVITY

- Ss work in pairs to act out similar dialogues using their full names.

Suggested Answer Key

- A: *What's your name?*
B: *Claire.*
A: *And your surname?*
B: *Merton.*
A: *How do you spell it?*
B: *M-E-R-T-O-N.*

3 a) **Aim** To present and practise cardinal numbers (1-100)

- Play the recording. Ss listen to and repeat the numbers. Check Ss' pronunciation.

- Ask Ss to count from 1 to 100 around the class.

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

Play the recording. Ss complete the task. Play again for Ss to check their answers.

Answer Key

Peter 14 Sally 30 Susan 12

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

- Choose two Ss to read the example dialogue.
- Allow Ss time to complete the task with the rest of the addresses/telephone numbers in closed pairs.
- Ask some pairs to act out a dialogue in front of the class.

Answer Key

- 2 A: *What's your address?*
B: *128 Burton Street.*
A: *And your telephone number?*
B: *It's nine-seven-six-five-nine-eight-seven.*
- 3 A: *What's your address?*
B: *413 Broadway Avenue.*
A: *And your telephone number?*
B: *It's double six- eight- nine- seven- six- five.*
- 4 A: *What's your address?*
B: *182 Graig Avenue.*
A: *And your telephone number?*
B: *It's five-seven-two-eight-three-oh-nine.*
- 5 A: *What's your address?*
B: *927 Lawton Street.*
A: *And your telephone number?*
B: *It's three-four-six-seven-eight-five-nine.*

5 **Aim** To present ordinal numbers and to practise pronunciation

- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again. Ss listen and repeat chorally and individually.

Answer Key

- | | |
|----------------------|-------------------|
| 10 – tenth (10th) | 9 – ninth (9th) |
| 1 – first (1st) | 8 – eighth (8th) |
| 2 – second (2nd) | 4 – fourth (4th) |
| 11 – eleventh (11th) | 6 – sixth (6th) |
| 5 – fifth (5th) | 7 – seventh (7th) |
| 12 – twelfth (12th) | |

6 **Aim** To listen to and identify numbers

- Explain the task.
- Play the recording. Ss complete the task individually and compare their answers with a partner.
- Play the recording again. Ss check their answers.

Answer Key

Numbers to be circled: 19th, 6, 5, 13th, 10, 9 and 3rd.

b) **Aim** To consolidate *a/an* and ask and answer questions about objects and their colours

- Choose two Ss to read the example exchange.
- Allow Ss time to complete the task with the rest of the objects from Ex. 8 in closed pairs.
- Monitor the activity and help if necessary.
- Ask some pairs to ask and answer in front of the class.

Answer Key

- | | |
|--|---|
| 2 A: What's this?
B: It's a notebook.
A: What colour is it?
B: It's grey. | 6 A: What's this?
B: It's a book.
A: What colour is it?
B: It's green. |
| 3 A: What's this?
B: It's a folder.
A: What colour is it?
B: It's brown. | 7 A: What's this?
B: It's a schoolbag.
A: What colour is it?
B: It's purple. |
| 4 A: What's this?
B: It's a briefcase.
A: What colour is it?
B: It's black. | 8 A: What's this?
B: It's a ruler.
A: What colour is it?
B: It's red. |
| 5 A: What's this?
B: It's an eraser.
A: What colour is it?
B: It's pink. | 9 A: What's this?
B: It's a pencil case.
A: What colour is it?
B: It's yellow. |

Vocabulary

7 a) **Aim** To present school subjects

- Read through the list of subjects with Ss.
- Allow Ss time to complete the task.
- Play the recording. Ss check their answers.
- Ask Ss to repeat chorally and individually.
Note: Explain that ICT stands for Information and Communication Technologies and PE stands for Physical Education.

Answer Key

Maths – D	Art – H	Science – E
History – A	Geography – I	ICT – F
English – G	Music – C	PE – B

b) **Aim** To expand the topic

Elicit the meaning of *university* (higher education) and discuss with Ss which subjects they think you can study there.

Answer Key

All of them.

10 **Aim** To practise asking and answering questions about yourselves

- Choose two Ss to read out the example dialogue.
- Ss do the task in closed pairs.
- Monitor the activity and assist if necessary.
- Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

- | | |
|---|---|
| A: What's your name?
B: Liam.
A: And your surname?
B: Michaels.
A: How old are you?
B: I'm 19. | A: What's your favourite colour?
B: Red. |
|---|---|

Grammar

8 **Aim** To learn *a/an*

- Read the theory box and check that Ss understand when we use *a/an*.
- Write more examples on the board.
- Read the objects aloud and ask Ss to repeat chorally and individually.
- Allow Ss time to complete the task individually.
- Elicit answers in class and check.

Answer Key

1 an	3 a	5 an	7 a	9 a
2 a	4 a	6 a	8 a	

9 a) **Aim** To present colours

- Play the recording. Ss repeat chorally and individually. Check Ss' pronunciation.
- As an extension, point to different objects in the classroom and elicit their colour. e.g. T: *What colour is this? (T points to a chair)? S1: Green.*

People around the world

Topic

In this module, Ss will explore the topics of people around the world, sports & hobbies, jobs and appearance.

Modular page

7

Lesson objectives: To give an overview of the module, to talk about countries and nationalities

Vocabulary: Countries (*Poland, England, Italy, Peru, Russia, Argentina, Mexico, the USA, Ireland, Brazil, Chile, Spain, Germany, France, Portugal*); Nationalities (*Mexican, Chilean, Spanish, Argentinian, Brazilian, American, Polish, Italian, English, Peruvian, Irish, Russian, Portuguese, German, French*)

1a Sports & Hobbies

8-9

Lesson objectives: To listen for specific information, to learn the affirmative form of the verb 'to be', to read for specific information, to summarise a text, to write a blog entry about yourself and your favourite sport

Vocabulary: Sports and hobbies (*horse-riding, volleyball, photography, playing music, woodwork, reading, cycling, painting, playing computer games, writing*); Verb (*be*); Nouns (*student, dream, basketball player, hero, team, tennis club*); Adjectives (*favourite, famous*); Preposition (*like*); Phrase (*good at*)

1b Jobs

10-11

Lesson objectives: To listen for specific information, to learn the negative and question forms of the verb 'to be', to learn subject pronouns and possessive adjectives, to write a dialogue

Vocabulary: Jobs (*vet, astronaut, waiter, electrician, artist, fire fighter, nurse, architect, pilot, actress, author*); Nouns (*subject, literature, author, story, journey, dream*); Adjective (*new*); Adverb (*here*); Pronoun (*what*); Phrase (*full of magic*)

1c Culture Corner

12

Lesson objectives: To read for specific information, to write a short text about the flag of your country

Vocabulary: Days of the week (*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*); Months (*January, February, March, April, May, June, July, August, September, October, November, December*); Nouns (*symbol, cross, nation, government building, holiday, Commonwealth*); Adjective (*special*); Preposition (*except for*); Determiner (*each, every, certain*); Phrase (*on display*)

1d Everyday English

13

Lesson objectives: To learn introductions, greetings and saying goodbye, to pronounce /θ/, /ð/

Vocabulary: Greet people (*Hi! How are you? How's everything? How's it going? Hello! I'm ...*); Respond (*Great. I'm fine, thanks. I'm OK. Not bad. So-so.*); Introduce yourself/others (*Hi! I'm ... Hello I'm ... This is ...*); Respond (*Nice to meet you. Hi, I'm ... Hello, I'm ... Oh, hi I'm ...*); Say goodbye (*Goodbye. Bye. See you. See you later. See you tomorrow. Take care.*)

1e Appearance

14-15

Lesson objectives: To learn the verb 'have got', to read for specific information, to describe a person's physical appearance, to listen for specific information, to write about your physical appearance

Vocabulary: Physical appearance (*HAIR: fair, grey, brown, dark, short, straight, long, wavy, curly*; *LIPS: thin, full*; *HEAD/FACE: ear, cheek, mouth, neck, tongue, chin, beard, teeth, moustache, nose, eye*; *BODY: arm, hand, leg, feet*; *HEIGHT: short, of medium height, tall*; *WEIGHT: thin, slim, plump, well-built, fat*; *AGE: young, in his early/late twenties, middle-aged, old*); Verb (*make*); Nouns (*tribe, leg, ring, sign, wealth, beauty, skin, holes, heavy earrings*); Adjectives (*famous (for), beautiful*); Preposition (*around*)

1f Games & Leisure

16-17

Lesson objectives: To read for specific information, to learn comparative and superlative adjectives, to write about friends using comparative and superlative adjectives

Vocabulary: Sports (*pole vault, tennis, martial arts, surfing, football, cycling, cricket, golf, hockey, basketball, canoeing, swimming*); Nouns (*athlete, pole vaulter, Olympic gold medal, winner, award, female, world record*); Adjective (*fast*)

1g Skills

18

Lesson objectives: To learn 'can' (ability), to listen for specific information, to learn question words, to practice intonation in questions, to role play a dialogue

Vocabulary: Abilities (*ride a bike, dance, run fast, play the guitar, dive, swim, cook, sing, drive a car*). Question words (*who, what, where, how old, which*)

1h Writing 19

Lesson objectives: To learn about capital letters, to read for specific information, to answer personal questions, to learn word order in sentences, to write an informal email about yourself

1i Curricular: Geography 20

Lesson objectives: To do a quiz about world landmarks, to write a quiz about landmarks

Language Review 1 21

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 1 22-23

Russia 1 24

Lesson objectives: To read for specific information, to talk and write about gorodki, to give a presentation on a traditional sport.

Vocabulary: Verbs (*knock, throw*); Nouns (*form, flat surface, grass lawn, town square, equipment, bat, wooden pin, rule, objective, winner*); Adjective (*ancient*); Phrase (*basic idea*); Present Participle (*standing*)

► What's in this module?

Read the title of the module *People around the world* and ask students to predict the content of the module (*the module is about people from various countries*). Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary

1 Aim To present countries and nationalities

- Allow Ss time to do the task individually and compare their answers with a partner.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually and chorally.

Answer Key

1 G	4 J	7 A	10 E	13 N
2 I	5 L	8 F	11 B	14 O
3 H	6 D	9 K	12 C	15 M

2 Aim To practise countries and nationalities

- Ask different Ss to read what each person is saying in the pictures.
- Explain the task and read the example. Point out that for men/boys we use *he*, for women/girls we use *she*. Allow Ss two to three minutes to do the task. Check Ss' answers on the board.

Answer Key

- Juan is from Spain. He's Spanish.
- Yuri is from Russia. He's Russian.
- Nen is from Egypt. He's Egyptian.
- Lin is from China. She's Chinese.
- Carla is from Mexico. She's Mexican.
- Laura is from the USA. She's American.

OVER TO YOU!

Aim To personalise the topic

- Ask various Ss to tell the class where they are from and their nationality.
- Ss do the task. Check Ss' spelling.

Suggested Answer Key

*I'm from Brazil.
I'm Brazilian.*

1a Sports & Hobbies

Vocabulary

- 1 a) **Aim** To present vocabulary for sports and hobbies
- Read the list of sports and hobbies and direct Ss' attention to the pictures.
 - Allow Ss time to complete the task.
 - Play the recording for Ss to check their answers.
 - Play again with pauses for Ss to repeat chorally and/or individually.

Answer Key

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

- b) **Aim** To practise new vocabulary

- Elicit which of these activities are sports (*horse riding, volleyball, cycling*).
- Allow Ss time to write their sentences about each person in the pictures, as in the example.
- Ask different Ss to read their sentences to the class and check.

Answer Key

Lyn's favourite hobby is playing music.
Sally's favourite hobby is reading.
Katya's favourite hobby is painting.
Laura's favourite hobby is photography.
Tanya's favourite sport/hobby is horse-riding.
Ann's favourite sport/hobby is volleyball.
Clara's favourite sport/hobby is cycling.
Stella's favourite hobby is writing.
Maksim's favourite hobby is woodwork.

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

- Play the recording twice if necessary. Ss do the task.
- Check Ss' answers.

Answer Key

Kate	Bob	Rosa
basketball	reading	art

Grammar

- 3 **Aim** To present the verb 'to be'

- Ss close their books. Write on the board: *I am Claire. I'm Claire*. Present the full and contracted forms of the present simple affirmative of the verb 'to be'.

- Point to a S. Say: *You are Mario. You're Mario*. Then write it on the board. Point to a male S in the classroom and say: *He is Paul. He's Paul*. Then write it on the board. Point to a female S in the classroom and say: *She is Sally. She's Sally*. Then write it on the board. Continue with the rest of the pronouns.
- Ask Ss to open their books and read the table.
- Read the sentences with the class and elicit answers for the gaps.

Answer Key

1 am 2 are 3 are 4 is 5 are

Listening & Reading

- 4 a) **Aim** To introduce the topic of the text

Refer Ss to the pictures of the athletes on p. 9 and elicit who these people are and what the Ss know about them to stimulate discussion about the topic of the text.

Suggested Answer Key

The athletes in the pictures are Cristiano Ronaldo and Venus Williams.

- *Cristiano Ronaldo is a football player. He's from Portugal.*
- *Venus Williams is a tennis player. She's American. Her sister, Serena, is a tennis player, too.*

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

- Allow Ss three minutes to read the text in their books. Alternatively, play the recording and ask Ss to follow the text in their books.
- Elicit what each teenager's dream is.

Answer Key

- *Marco's dream is to become a famous basketball player.*
- *Orla and Molly's dream is to become famous tennis players.*

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

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

Answer Key

2 sixteen (16) years old 5 football
3 tennis 6 school tennis club
4 a basketball player

Go through the **Check these words** box and explain/elicit the meanings of the words.

Suggested Answer Key

student (n): a person studying at school
favourite (adj): liked the most
dream (n): a desired goal in life
become (v): to change/develop into sth

famous (adj): known by lots of people
basketball player (n): sb who plays basketball, esp professionally
like (prep): similar to
hero (n): sb admired
good (at) (adj): skilled at
team (n): a group of sports players that train/play together
tennis club (n): a group of people who play tennis – a sport played on a court with a racquet and a ball – for fun

Suggested Answer Key
 My name's Ivan and I'm from Russia. I'm 16 years old and I'm a student. My favourite sport is football. My dream is to become a famous football player.

1 **b** Jobs

Speaking

6 **Aim** To complete a table with key information and summarise a text

- Ask Ss to copy the table from p. 9 into their notebooks. Do the same on the board.
- Ask Ss to read the text again and complete the table about each teenager in the text.
- Read out the example. Elicit answers and complete the table.
- Ask Ss to tell the class about each teenager from the text using the information in their tables.

Answer Key

	Country of origin	Age	Job	Favourite sport/athlete
Marco	Spain	12	student	basketball/Pau Gasol
Pedro	Spain	11	student	football/Cristiano Ronaldo
Olga	Russia	11	student	basketball and tennis/Venus and Serena Williams
Irina	Russia	13	student	basketball and tennis/Venus and Serena Williams

Suggested Answer Key

- Pedro's from Spain. He's 11. He's a student. His favourite sport is football. His favourite athlete is Cristiano Ronaldo.
- Olga's from Russia. She's 11. She's a student. Her favourite sports are basketball and tennis. Her favourite athletes are Venus and Serena Williams.
- Irina's from Russia. She's 13. She's a student. Her favourite sports are basketball and tennis. Her favourite athletes are Venus and Serena Williams.

Writing

7 **Aim** To personalise the topic, to write about yourself and your favourite sport (a blog entry)

- Explain the task.
- Allow Ss time to write their entries. Alternatively, assign the task as HW.
- Invite Ss to read their entries to the class.

Vocabulary & Listening

1 a) **Aim** To present jobs

- Ask Ss to look at the pictures. Go through the list of jobs and elicit/explain any unknown ones. Elicit what jobs they can identify (e.g. Tony – astronaut).
- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.
- Play it again with pauses for Ss to repeat. Check for correct pronunciation.

Answer Key

1 H 3 E 5 B 7 C 9 K 11 F
 2 I 4 G 6 A 8 J 10 D

b) **Aim** To practise jobs vocabulary

- Allow Ss time to write their sentences about each person in the pictures, as in the example.
- Ask Ss to read their sentences to the class and check.

Answer Key

Mark is a fire fighter. Kate is an author.
 Jason is an artist. Sam is an electrician.
 Sue is a nurse. Tony is an astronaut.
 Claire is an actress. James is an architect.
 Steve is a waiter. Gus is a pilot.

2 **Aim** To listen for specific information

- Play the recording. Ss complete the task.
- Elicit answers around the class.

Answer Key

1 fire fighter 2 nurse 3 artist 4 vet

Grammar

3 a) **Aim** To present the negative & interrogative forms of the verb 'to be'

- Ss close their books. Say, then write on the board: *I'm a teacher. I'm not a pilot.* Underline the words *I'm not*.
- Elicit how the negative form of the verb 'to be' is formed (by adding *not* after *am, is, are*). Present all persons singular and plural in both contracted and full forms.

- 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/ noun.
- Answer the questions on the board: *Yes, I am*. Explain that this is the positive short answer. Explain that we form positive short answers with *yes*, the appropriate subject pronoun and the verb in the affirmative.
- Now write on the board: *Am I a pilot? No, I'm not*. Explain that we form a negative short answer with *no*, the appropriate personal pronoun and the verb in the negative.
- Ss open their books. Read through the table and check Ss understand it.

b) Aim To practise the negative form of the verb 'to be'

- Allow Ss time to complete task individually.
- Elicit Ss' answers and write them on the board.

Answer Key

2 aren't 4 'm not 6 'm not 8 aren't
3 isn't 5 aren't 7 isn't

4 Aim To practise the interrogative form of the verb 'to be' and short answers

- Allow Ss time to complete the task individually.
- Ss read the exchanges in open pairs. Check their answers.

Answer Key

1 isn't, 's 3 is, is 5 Are, 'm not, 'm
2 Are, aren't, 're 4 Is, isn't, 's

5 Aim To present subject pronouns, possessive adjectives and possessive pronouns

- Ss close their books. Point to yourself and say: *I*, then write it on the board. Point to a S and say: *you* and write it on the board. Point to a male S and say: *he* and write it on the board. Explain that *he* refers to a boy or a man. Continue with the rest of the subject pronouns.
- Hold up a pen and say: *This is my pen. It is mine*. Write it on the board and underline *my* and *mine*. Explain that *my* is a possessive adjective and *mine* is a possessive pronoun to show you own the pen.
- Walk up to a S and pick up their pencil and say: *This is your pencil. It is yours*. Write it on the board and underline the words *your* and *yours*. Present the rest of the possessive adjectives and possessive pronouns in this way. Point out that possessive adjectives go before a noun while possessive pronouns are used on their own.
- Ss open their books and read the table.
- Allow Ss time to do the task individually.

- Ask Ss to read out the sentences with the pronouns. Check around the class.
- As an extension, write on the board: *This is my notebook*. Point to various Ss. Ss replace the word *my* with the appropriate possessive adjective.
e.g. T: (point to male S)
S1: *This is his notebook. It is his.*
T: (point to a female S)
S2: *This is her notebook. It is hers.*

Answer Key

1 She, Her, hers 3 He's, His 5 My, They
2 They, Their 4 We, Our, She, ours 6 His, his

Reading & Writing

6 Aim To consolidate grammar and language

- Ask Ss to read the dialogue for gist without choosing the correct word. Elicit what the dialogue is about (*two Ss talking about their nationality, favourite author and story*).
- Allow Ss two minutes to do the task.
- Ask different Ss to read the dialogue aloud with their answers and check.
- Elicit an answer to the question in rubric (*Who's Kate's favourite author?*)

Answer Key

1 your 5 England 9 are 13 his
2 my 6 My 10 is 14 a
3 a 7 Brazilian 11 It's
4 are 8 His 12 a

Katie's favourite author is Paulo Coelho.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

new (adj): being somewhere for the first time

here (adv): at this place

what (pron): used to ask questions about things

subject (n): a topic studied at school

literature (n): the study of important novels, plays & poetry

author (n): sb who writes books; writer

story (n): a telling of events

full of magic (phr): containing lots of mysterious/ supernatural events

journey (n): a trip or expedition somewhere

dream (n): a goal in life; ambition

7 Aim To practise the interrogative form of the verb 'to be' and short answers and read for specific information

- Read the example and check that Ss understand the task.
- Allow Ss time to write the questions and short answers.

- Ask a few pairs to ask and answer their questions in front of the class and check.

Answer Key

- 2 *Is John a student? Yes, he is.*
- 3 *Are John and Kate from the USA? No, they aren't. Kate is from New Zealand and John is from England.*
- 4 *Is Kate's favourite author Mark Twain? No, it isn't. Her favourite author is Paulo Coelho.*
- 5 *Are Coelho's stories full of magic? Yes, they are.*

8 **Aim** To write a dialogue

- Explain the task and refer Ss to the dialogue in Ex. 6 as an example.
- Allow Ss time to complete their dialogues.
- In closed pairs, Ss act out their dialogues. Monitor the activity and assist if necessary.
- Ask a few pairs to act out their dialogue for the class.

Suggested Answer Key

Ben: *Hi! My name is Ben Smith. I'm new at this school. What's your name?*

Pauline: *Hi Ben. I'm Pauline. I'm a student here, too.*

Ben: *Where are you from Pauline?*

Pauline: *I'm from France. What about you?*

Ben: *I'm Irish. Who's your favourite author, Pauline?*

Pauline: *My favourite author is Tolkien. His stories are full of magic.*

Ben: *What's your favourite story by Tolkien?*

Pauline: *My favourite one is The Hobbit.*

Ben: *Tolkien is a great author.*

1c Culture Corner

1 **Aim** To present days of the week and the months

- Play the recording. Ss repeat the days of the week and the months individually and chorally. Check for correct pronunciation.
- Elicit answers to the questions in the rubric.

Answer Key

- *Saturday and Sunday are at the weekend.*
- *January, March, May, July, August, October, and December have 31 days.*
April, June, September, and November have 30 days.
February has 28 days. (Except in a leap year when it has 29.)

Reading & Listening

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

- Refer Ss to the picture of the British flag and elicit answers to the questions in the rubric.

- Play the recording. Ss listen and read the text.
- Check Ss' answers.

Answer Key

- *The British flag is red, white and blue.*
- *It has got three crosses on it.*
- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

symbol (n): a representation of sth

cross (n): a shape of a vertical line with a horizontal line across it

each (det): every one of a group of sth

nation (n): a group of people who live in the same area and share a government or language

except for (prep): apart from

every (det): (of a group) all the people or things

government building (n): a structure where the people who run a country, state, etc work

certain (det): particular

special (adj): different from the ordinary

holiday (n): a day off work for people to celebrate or remember an event

Commonwealth (n): an organisation made up of the UK and some countries that were once under its rule

on display (phr): on show

3 **Aim** To read for specific information

- Read the question in the rubric and ask Ss to read the text for the answers.
- Check Ss' answers.

Answer Key

The flag of the UK is on display on Commonwealth Day, the 2nd Monday in March; Queen Elizabeth II's birthday, 21st April; Coronation Day, 2nd June; Remembrance Sunday, the 2nd Sunday in November; and on the Prince of Wales' birthday, 14th November.

Writing

4 **Aim** To write a short text about the flag of your country

- Explain the task and allow Ss time to complete it. Alternatively, assign the task as HW.
- Ask Ss to read their texts to the class and check their answers.

Suggested Answer Key

The flag of Argentina has three stripes: light blue, white and light blue. It has also got a sun in the middle with a face on it. This is the Sun of May. The flag of Argentina is on display on buildings of every public institution. Flag Day in Argentina is on 20th June. The flag is on display on many houses on this day.

1d Everyday English

Listening & Reading

- 1 **Aim** To identify introductions
- Explain 'introducing' (to tell sb your/another's name so you can get to know each other)
 - Play the recording. Ss listen and read the dialogues.
 - Elicit which heading matches which dialogue and discuss.

Answer Key

Introducing yourself = dialogue A
Introducing others = dialogue B

- 2 **Aim** To identify greetings and say goodbye
- Play the recording. Ss listen and read the exchanges.
 - Elicit which exchanges are greetings, which exchanges say goodbye and which exchange matches the picture.

Answer Key

dialogue 1 = saying goodbye
dialogue 2 = greeting
dialogue 3 = greeting
dialogue 4 = saying goodbye
dialogue 2 matches the picture.

Speaking

- 3 **Aim** To present situational language and role play
- Read the **Study Skills** box and read a line from one of the dialogues in Ex. 1 to demonstrate appropriate gestures and intonation.
 - Read the useful language table with Ss and check that they understand the phrases.
 - In closed pairs, Ss role play the three different situations using language from the useful language table.
 - Monitor pairs and assist if necessary.
 - Ask a few pairs to role play the different situations in front of the class.

Suggested Answer Key

Dialogue 1

A: Hi Alex. How are you?
B: Hi Katie. I'm OK. How are you?
A: I'm great. Thanks.

Dialogue 2

A: Hello! I'm Stacy.
B: Oh hi. I'm Sally, nice to meet you.
A: Nice to meet you, too. This is my friend, Darren.
C: Hi, how's it going?
B: Great. How are you?
C: Not bad. Thanks.

Dialogue 3

A: See you, Carl.
B: Bye. See you tomorrow.

Pronunciation

- 4 **Aim** To present and practise /θ/, /ð/
- Model the sound for each symbol.
 - Play the recording. Ss listen and mark the correct sound in the table.
 - Play the recording again with pauses for Ss to repeat chorally and individually.

Suggested Answer Key

	/θ/	/ð/		/θ/	/ð/
the		✓	mother		✓
this		✓	eighth	✓	
thanks	✓		tenth	✓	

1e Appearance

Vocabulary

- 1 a) **Aim** To present vocabulary for physical appearance
- Ask Ss to look at the pictures and read through the vocabulary.
 - Play the recording. Ss listen and repeat. Check Ss' pronunciation and intonation.
 - Ask Ss to look at the words for parts of the face again. In closed pairs, one S points to his face and their partner says the part of the face.

(Ss' own answers)

- b) **Aim** To practise vocabulary for weight and height

- Ask Ss to look at the drawings about weight and height. Read through the vocabulary.
- Mime being very tall and elicit the answer from the class.
- Ask Ss to mime different heights and weights for the class and Ss guess the correct word.

(Ss' own answers)

Grammar

- 2 a) **Aim** To present 'have got'
- Ss close their books. Point to your eyes and say: I have got blue eyes. Then write it on the board.
 - Give examples in all persons.

- Point to your hair and say: *I have got brown hair. I haven't got fair hair.* Write the negative form on the board and underline *haven't got*. Give examples in all persons.
- Point to a S and say: *Has Don got curly hair? Yes, he has.* Write this on the board. Underline: *Has Don got and he has.* Then say: *Has Don got straight hair? No, he hasn't.* Underline: *he hasn't.* Explain that the question form of the verb 'have' is formed with *have/has + noun/pronoun + got*. Also explain that short answers are formed with *Yes/No + pronoun + have/has/haven't/hasn't*.
- Ss open their books and read through the grammar table.

b) **Aim** To practise 'have got'

- Allow Ss time to complete task individually.
- Ask Ss to read out their answers and check.

Answer Key

- | | |
|------------------------------|-------------------|
| 1 <i>has got</i> | 4 <i>has got</i> |
| 2 <i>hasn't got, has got</i> | 5 <i>has got</i> |
| 3 <i>haven't got</i> | 6 <i>have got</i> |

c) **Aim** To practise the interrogative form of 'have got'

- Allow Ss time to complete the questions.
- Ss ask and answer the questions in closed pairs.
- Ask a few pairs to ask and answer the questions in front of the class and check.

Answer Key

- | | |
|------------------------------|----------------------------------|
| 2 <i>Have, they haven't.</i> | 5 <i>Has, No, he hasn't.</i> |
| 3 <i>Has, No, he hasn't.</i> | 6 <i>Have, No, they haven't.</i> |
| 4 <i>Has, No, he hasn't.</i> | |

Reading

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

- Refer Ss to the pictures in the text.
- Elicit what, if anything, Ss know about these people.
- Play the recording. Ss listen and read the text to find out about them.

Suggested Answer Key

They are people from different cultures around the world. They have got unusual appearances. The man is very tall. The woman has got a long neck. The woman and child are very short. The old woman has got long ears.

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

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

tribe (n): a group of people of the same race, customs and culture

leg (n): a limb of the lower body that people and animals use for standing and walking

famous (for) (adj): known for sth in particular

ring (n): a circular band

around (prep): on all sides

sign (n): a representation of sth; a symbol

wealth (n): a large amount of money, property or other valuable things

beauty (n): a nice-looking personal appearance; attractiveness

skin (n): the natural covering of the body

hole (n): a gap or opening in or through sth

heavy earrings (pl n): jewellery worn in/on the ears that weigh a lot

make (v): to change sth or sb

beautiful (adj): pretty in appearance

- Explain the task and explain the meanings of the adjectives in the list.
- Ss read the text again and complete the task.
- Ss read their answers aloud and check.

Answer Key

- | | |
|-----------------------------|----------------|
| 1 <i>tall, short, curly</i> | 3 <i>long</i> |
| 2 <i>dark</i> | 4 <i>heavy</i> |

b) **Aim** To practise describing appearance

- Ask various Ss around the class to choose one of the people from the pictures in the text and describe him/her using the vocabulary they have learned.
- Point out that a description of a person usually starts with general features (*such as size, height and/or age*) and then moves on to more specific details (*e.g. hair, eye colour and unusual/special features*).

Suggested Answer Key

The Maasai Man

He is very tall and slim with long legs. He is in his early twenties. He has got short black curly hair.

The Karen Woman

She is middle-aged with dark hair and brown eyes. She has got a long neck with many rings around it.

The Pygmy Woman

She is young and slim. Her skin is dark. She has got a baby in her arms. She has got short dark hair.

The Dayak Woman

She is old. She has got short dark hair and thin lips. Her ears are very long. They have got holes with heavy earrings in them.

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

- Ask Ss to close their books and think of one thing they can remember about each tribe.
- As an example, pick a tribe in the text and say something about them and then compare the person with yourself (*e.g. The Maasai man is tall with dark skin and dark hair. I am short with fair skin and fair hair. etc*)

Module 1

- Ask various Ss to share their answers with the class.

Suggested Answer Key

*The Dayak women have got very long ears with holes in them. I haven't got very long ears with holes in them.
The men of the Maasai tribe are very tall. I'm not very tall. etc*

Listening & Speaking

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

- Play the recording. Ss complete the task individually.
- Elicit answers from the class.
- Play the recording again and Ss check their answers.

Answer Key

1 Chris 2 Sally 3 Mary 4 Jim

- b) **Aim** To describe a person's appearance

Ask various Ss around the classroom to describe one of the people in the pictures from Ex. 6a.

Suggested Answer Key

Mary is young. She is slim with long brown straight hair. She has got brown eyes and full lips. etc

Writing

- 7 **Aim** To write about your physical appearance

- Allow Ss three minutes to write about their physical appearance.
- Ask various Ss to read their descriptions to the class.

Suggested Answer Key

I am of medium height and well-built. I have got short brown wavy hair. My eyes are brown. I have got thin lips and small ears.

1f Games & Leisure

Vocabulary

- 1 a) **Aim** To present vocabulary for sports

- Ask Ss to look at the pictures and read through the vocabulary.
- Play the recording. Ss listen and repeat. Check Ss' pronunciation and intonation.
- Elicit answers to the question in the rubric.

(Ss' own answers)

- b) **Aim** To expand the topic

- Ask Ss to decide with a partner which are team sports.
- Ask various Ss to name their favourite sport from the ones listed.

Answer Key

Team sports: football, cricket, hockey, basketball

Suggested Answer Key

My favourite sport is cycling.

Reading

- 2 a) **Aim** To predict the content of the text and to read for specific information

- Elicit answers to the questions in the rubric.
- Play the recording. Ss listen and read the text to check.

Suggested Answer Key

A – Lionel Messi is from Argentina. He is a footballer.

B – Yelena Isinbayeva is from Russia. She is a pole vaulter.

C – Michael Phelps is from the USA. He is a swimmer.

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

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

fast (adj): able to move quickly

athlete (n): sb who takes part in sports competitions

pole vaulter (n): an athlete who jumps over a tall bar with the help of a long pole

Olympic gold medal (n): the prize for the best athlete of each event of the Olympic Games

winner (n): the person that does better than anyone else in a competition, race etc

award (n): a prize given for doing sth well

female (adj): relating to a woman or girl

world record (n): (of a sports competition etc) the best result ever achieved all over the world

- Ss read the text again and do the task.
- Check Ss' answers around the class.

Answer Key

2 *Lionel Messi isn't taller than most footballers. He is shorter.*

3 *Yelena Isinbayeva isn't 1.69 m tall. She is 1.74 m tall.*

4 *Yelena Isinbayeva hasn't got three Olympic gold medals. She's got two.*

5 *Michael Phelps isn't British. He's American.*

6 *Michael Phelps hasn't got 13 Olympic gold medals. He's got 18.*

c) **Aim** To consolidate information in a text

- Give Ss time to find facts from the text with a partner.
- Elicit answers from various Ss.

Suggested Answer Key

Lionel Messi's birthday is on 24th June.

He is 1.69 m tall.

Yelena Isinbayeva's birthday is on 3rd June. She is Russian.

Michael Phelps's birthday is on 30th June. He's got more world records than any other swimmer.

Grammar3 **Aim** To present the comparative/superlative of adjectives

- Show Ss two objects of varying weight.
- Tell them that one is heavier than the other one, using miming to express what *heavier* means.
- Hold up two different objects. Ask Ss which object is heavier, letting different Ss weigh the objects in their hands. Elicit "The (pencil, book, etc.) is heavier." Write *heavy – heavier* on the board. Tell Ss that the second form is used to compare two objects.
- Introduce a third object and ask Ss which is the heaviest object. Ask them which is the lightest. Write – *the heaviest* on the board next to the other forms. Explain that this form is used to show that something has more of a quality than any others in a group.
- Direct Ss' attention to the table in Ex. 3.
- Read through the table aloud. Ss follow along in their books.
- Have Ss complete the task and check answers.

Answer Key

shorter, faster, the most famous, the best, the most successful, more

4 **Aim** To practise the comparative form

- Give Ss time to complete the task reminding them that they are only to use the comparative form.
- Check Ss' answers around the room.

Answer Key

1 darker 4 more difficult 7 more beautiful
2 plumper 5 easier 8 better
3 more famous 6 fatter

5 **Aim** To practise the comparative form

- Have Ss read the fact files.
- Allow Ss enough time to complete the task.
- Check Ss' answers around the class.

Answer Key

1 younger 2 heavier 3 taller 4 shorter

6 **Aim** To practise the superlative form

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

Answer Key

1 the darkest 5 the easiest
2 the plumpest 6 the fattest
3 the most famous 7 the most beautiful
4 the most difficult 8 the best

7 **Aim** To practise the superlative form

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

Answer Key

1 the most popular 4 the oldest
2 fastest 5 the most successful
3 The longest 6 The highest

8 **Aim** To practise the comparative and superlative form

- Explain the task to Ss telling them that they must decide between using the superlative or the comparative forms.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

1 more difficult 3 better 5 longer
2 the biggest 4 shorter 6 faster

Speaking & Writing9 **Aim** To personalise the topic

- Have Ss choose three people they know and to compare them, as in the example.
- Check answers from various Ss around the class.
- Alternatively, assign the task as HW and check answers in the next lesson.

Suggested Answer Key

Olga's hair is longer than Marta's. Irina's hair is the longest of all.

Jane is younger than Oksana. Irina is the youngest of all.

Ivan is older than Alexei. Yuri is the oldest of all.

Maksim is thinner than Sergei. Erik is the thinnest of all.

1g Skills**Vocabulary & Grammar**1 a) **Aim** To talk about abilities

- Refer Ss to the pictures.

Module 1

- Play the recording. Ss listen and repeat chorally and individually. Check Ss' pronunciation and intonation.
- Elicit from Ss what *can* means (*have the ability to do something*).

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

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

Answer Key

Paul can swim, dive, dance and play the guitar. Paul can't cook or sing.

2 **Aim** To present and practise the verb 'can'

- Ss close their books. Jump up and down and say: *I can jump*. Write it on the board and underline *can* and explain that the word shows that you are able to do something. Say, then write on the board: *I can't fly*. Underline the word *can't* and explain that it means that you are unable to fly.
- Ss open their books and read the table. Point out that *can/can't* has the same form in all persons.
- Read out the example exchange. Ss ask and answer about their abilities in closed pairs.
- Tell Ss to use the abilities (A-I) in Ex. 1a. Ask a few pairs to ask and answer in front of the class.

Suggested Answer Key

A: Can you dance?

B: Yes, I can. Can you play the guitar?

A: No, I can't. Can you sing?

B: Yes, I can. etc

3 **Aim** To present *wh-* question words

- Ask Ss to read the table, then write the question words on the board.
- Give more examples and elicit the use of each one.
e.g. *Who is that woman? She's Mrs Cole. (asks about a person)*
What is it? It's a hat. (used to ask about something we don't know)
Where is my book? Here it is. (used to ask about place)
How old are you? I'm 15 years old. (used to ask about age)
Which is your schoolbag? The purple one. (used to ask about two or more possibilities)
- Allow Ss time to complete the task then check Ss' answers.

Answer Key

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

4 a) **Aim** To present intonation in questions

- Read out the theory in the book.
- Play the recording and ask Ss to listen for the changes in intonation in the questions.

b) **Aim** To practise intonation in questions

- Play the recording. Ss repeat the questions chorally and individually.
- Check for correct intonation.

Listening & Speaking

5 **Aim** To listen for specific information

- Read the **Study Skills** box with Ss.
- Elicit what kind of information is missing in the gaps (1-5). (1: a surname, 2: a nationality, 3: a number, 4: a number and a street name, 5: numbers)
- Play the recording. Ss complete the task individually.
- Check Ss' answers on the board.
- In closed pairs, Ss role play a similar dialogue. Monitor the activity, paying attention to the intonation in their questions.
- Ask a few pairs to act out their dialogue in front of the class. Help Ss write these questions on the board: *Can I help you? What is your first name? What's your last name? Are you single or married? What nationality are you? How old are you? What is your address? What's your telephone number?*

Answer Key

1 **Surname:** Samuels

2 **Nationality:** American

3 **Age:** 19

4 **Address:** 1515 Primrose Street, Portland

5 **Telephone number:** 503 153 5482

Suggested Answer Key

A: Good morning. Can I help you?

B: Hi. Yes I'm here to join the music club.

A: Great. Let me take your details. What is your first name?

B: Theresa.

A: Nice to meet you, Theresa. What's your surname?

B: Santos. That's S-A-N-T-O-S.

A: Thank you. Are you single or married?

B: Single.

A: Ok. What's your nationality?

B: I'm Chilean.

A: Chilean ... OK ... and how old are you, Theresa?

B: I'm 17.

A: And what's your address?

B: 1325 Blackwell Street, Miami. That's 1325 Blackwell B-L-A-C-K-W-E-double L Street.

A: And finally what's your telephone number?

B: It's 555 349 4367. That's 555 349 4367.

A: Thanks, Theresa. The first meeting is Tuesday evening. See you there.

1 Writing

Reading

1 **Aim** To learn when to use capital letters

- Read the **Writing Tip** box with Ss.
- Ask Ss to read the email and find examples of capital letters. Check Ss' answers.

Answer Key

John: name

I'm: personal pronoun I

Dublin: city

Ireland: country

English: language

Spanish: language

Russian: language

Lionel Messi: name/surname

John Miles: name/surname

2 **Aim** To read for specific information

- Ask Ss to read the email again.
- Elicit answers to the questions in the rubric and check.

Answer Key

John is from Ireland. His favourite sports are football and swimming.

3 **Aim** To practise using capital letters

- Give Ss time to complete task.
- Ask different Ss to write the sentences on the board and check.

Answer Key

1 Richard is from Crakow, Poland.

2 Their favourite actress is Nicole Kidman. She's Australian.

3 His favourite day is Sunday.

4 Moscow is on the Moskva River.

4 **Aim** To practise answering personal questions

- Ss ask and answer the questions in closed pairs.
- Monitor the activity and assist if necessary.
- Ask a pair of Ss to ask and answer the questions in front of the class.

Suggested Answer Key

1 Katy Matthews

2 The USA

3 17

4 I can ride a bike and swim.

5 I'm good at football.

6 Football and tennis.

7 My favourite singer is Alicia Keys. My favourite actor is Antonio Banderas.

5 **Aim** To practise word order in sentences

- Read the **Study Skills** box with Ss and check Ss understand the grammar terms (*e.g. subject = the person/thing that performs the action of the verb; verb = a word that describes an action; auxiliary verb = a verb that gives grammatical information but is not the main verb*).
- Allow Ss time to complete the task.
- Point out that questions have question marks at the end.
- Elicit Ss' answers in class and check.

Answer Key

1 Where are they from?

2 He isn't good at Art.

3 Is her name Sandra?

4 My favourite singer is Beyoncé.

5 Are you Italian?

6 Is History her favourite subject?

7 He can swim well.

Writing

6 **Aim** To write an informal email about yourself

- Read through the email plan with Ss. Also refer them to model email in Ex. 1, as an example.
- Allow Ss time to write their emails. Alternatively, assign the task as HW.
- Ask Ss to read their emails in class and check.

Suggested Answer Key

Hi! My name's Alexei Bobrov. I'm from Moscow, Russia. I'm 17 years old and I'm a student in grade 11.

I'm good at sports. I can play football and tennis well. My favourite sports are tennis and football. My favourite player is Roger Federer. He's great!

What about you? Where are you from? What are your favourite sports? Please write soon.

Alexei

1 Curricular: Geography

Reading & Listening

1 **Aim** To present world landmarks

- Elicit/Explain what world landmarks are (*famous buildings or structures in the world*).
- Explain/Elicit the meanings of any unknown words, then allow Ss time to complete the quiz.

BACKGROUND INFORMATION

Giza, Egypt is a large city on the west bank of the River Nile and it is home to impressive monuments and statues from the ancient world. The Great Sphinx, the Great Pyramid and many other temples and pyramids are here. Millions of tourists visit it every year.

Tripoli, Libya is the largest city, seaport and capital of the country. The name means 'three cities' and the city dates back to the 7th century BC. It has many historic landmarks including the old walled city called the 'medina'.

Beijing, China is the capital city of the country. It is also called Peking. It is a very ancient city and dates back to prehistoric times. There are many temples and palaces there including the famous imperial palace known as the Forbidden City.

Spain is a country in southwestern Europe. 45 million people live there and the capital city is Madrid. The people speak Spanish and they have a king and a prime minister.

Turkey is a country in western Asia and southeastern Europe. 72 million people live there and the capital city is Ankara. The people speak Turkish and they have a president and a prime minister.

Italy is a country in southern Europe. 60 million people live there and the capital city is Rome. The people speak Italian and they have a president and a prime minister.

Mexico is a country in North America. 111 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president.

Colombia is a country in South America. 45 million people live there and the capital city is Bogotá. The people speak Spanish and they have a president.

Ecuador is a country in South America. 13 million people live there and the capital city is Quito. The people speak Spanish and they have a president.

Washington DC, USA is the capital city of the United States. It is a political and business centre and there are many famous buildings there such as the White House and the Washington Monument.

Toronto, Canada is the largest city in the country but not the capital. It is a top financial and business centre and is home to the famous CN Tower.

Santiago, Chile is the largest city as well as the capital city. It is one of South America's most modern cities with many famous buildings, such as the Entel Tower and Titanium La Portada, the tallest building in South America.

Agra, India is a large city in the province of Uttar Pradesh. It is a major tourist destination and has beautiful ancient buildings including the Taj Mahal and the Agra Fort which are also World Heritage Sites.

Dubai, United Arab Emirates is a large city and modern business centre. It is also a major tourist destination and has beautiful modern buildings including the Deira Clock Tower and the Etisalat Tower 2.

Sydney, Australia is the largest city in the country but not the capital. It is a top financial and business centre and is home to the famous Sydney Opera House.

Bangkok, Thailand is the capital city of the country. It is a top tourist destination and has many cultural landmarks, including the Grand Palace and many temples, like the Temple of the Emerald Buddha.

Kuala Lumpur, Malaysia is the capital and largest city of the country. It is a popular host for international sporting events and is home to the famous Petronas Twin Towers.

2 **Aim** To listen for confirmation

- Play the recording. Ss listen and check their answers.
- Ask Ss to write out the answers in sentences and check.

Answer Key

1 A 2 C 3 A 4 B 5 A 6 B

The Great Sphinx is in Giza, Egypt.

The Leaning Tower of Pisa is in Italy.

The Sun Pyramid of Teotihuacán is in Mexico.

The CN Tower is in Toronto, Canada.

The Taj Mahal is in Agra, India.

The Emerald Buddha is in Bangkok, Thailand.

Writing

3 **Aim** Write a quiz

- Ask Ss to work in groups and collect information from the Internet using the key words or from their school textbooks, encyclopaedias or other reference books
- Allow Ss time to collect their information and write their quizzes. Alternatively, assign the task as HW.
- Ask Ss to swap their quizzes with another group and try to complete it.

Suggested Answer Key

1 *Machu Picchu is in*

A Peru. B Portugal. C Mexico.

2 *The Eiffel Tower is in*

A London. B Paris. C Rome.

- 3 *St Mark's Square is in*
A Italy. B America. C Canada.
- 4 *The Chrysler Building is in*
A Chicago. B San Francisco. C New York City.
- 5 *The Pentagon is in*
A Virginia. B Washington. C Texas.

Answers:

- 1 A 2 B 3 A 4 C 5 A

Language Review 1

- 1 1 good 4 fighter 7 crosses 10 landmark
2 favourite 5 dream 8 capital
3 wavy 6 riding 9 tribe
- 2 age: middle-aged, old, young
weight: fat, plump, thin, slim
hair: fair, straight, curly, long, wavy, short
height: tall, short, of medium height
- 3 1 Brazilian 3 Polish 5 Irish
2 Spanish 4 French 6 German
- 4 2 fat/plump girl 5 fair hair 8 short hair
3 small eyes 6 thin lips
4 wavy/curly hair 7 small nose
- 5 1 'm 4 is 7 is 10 him
2 British 5 English 8 three
3 My 6 He 9 his

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team take turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

The Williams sisters are famous for their success as tennis players.

How old are you?

She is very slim.

The Pygmies have dark skin.

The Taj Mahal is a famous landmark in India.

What is your favourite sport?

My best friend is good at Maths.

I have a dream of becoming a famous singer.

I haven't got short curly hair.

She's very tall with long legs.

Gold rings on a woman's neck are a sign of wealth and beauty in a tribe in Thailand.
The Dayak women have heavy earrings in their ears.
The Maasai is a tribe in Africa.
My favourite school subject is Music.

Quiz

Answer Key

- 1 F (He is a football player.)
2 F (They are very tall.)
3 F (She is a tennis player.)
4 T
5 F (They have got long necks.)
6 F (They are from Africa.)
7 T
8 F (It is in India.)

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 *Michael Phelps is a tennis player. (F He is a swimmer.)*
2 *Remembrance Sunday is the second Sunday in November. (T)*
3 *The Leaning Tower of Pisa is in Australia. (F It is in Italy.)*
4 *There are two crosses on the flag of the UK. (F There are three.)*
5 *April has 30 days. (T)*
6 *The Emerald Buddha is in Bangkok, Thailand. (T)*
7 *The CN Tower is in Santiago, Chile. (F It is in Toronto, Canada.)*
8 *The Maasai have long legs. (T)*

Skills 1

Reading

- 1 a) **Aim** To read for gist and to learn to read for specific information

- Have Ss read through the rubric and answer the question.
- Direct Ss' attention to the **Study skills** box and read through it aloud as Ss follow.
- Give Ss a few minutes to scan the text quickly.

Answer Key

The text is about the Olympic Games

- Ask Ss to look at the underlined words in sentence (1) and the text and answer the question.

Module 1

Answer Key

1 F (They happen every four years.)

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

- Ask Ss to underline the key words in sentences 1-6, then do the task.
- Check answers around the class.

Suggested Answer Key

Key words:

- 1 Olympic Games, every two years
- 2 Summer Olympics, Winter Olympics, take place, same city
- 3 Boxing, one of the first, Olympic sports
- 4 Usain Bolt, gold medals, Paralympics
- 5 Winter Olympics, more sports than, Summer Olympics
- 6 Russia, has, very good, ice hockey players
- 7 The Finns, play, hockey, very well

Answer Key

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

2 **Aim** To read for specific information

- Explain the task to Ss and do the first exercise as a class if necessary.
- Give Ss time to complete the task.
- Have Ss check answers with their partner.

Answer Key

- 1 The Olympic Games 4 Usain Bolt
- 2 Jessica Long 5 Ice hockey
- 3 Boxing and running

3 **Aim** To personalise the topic

- Have Ss answer the questions with a partner.
- Ask various Ss to tell the class about his/her partner's favourite athlete.

Suggested Answer Key

- 1 My favourite athlete is Britta Steffen. I admire her because she is a very fast swimmer. She holds the world record for the women's 100 metres freestyle.
- 2 She is special to me because I am a swimmer too. Also, I usually swim freestyle in competitions and I look up to Britta Steffen.

Speaking

4 a) **Aim** To stimulate interest in and personalise the topic

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

Suggested Answer Key

My favourite hobby is painting. It's my favourite hobby because it's creative and relaxing.

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

- Explain the task.
- Ss listen and tick the boxes.
- Check answers around the class.

Answer Key

	Anna	Sam
full sentences	✓	✓
appropriate stress	X	✓
appropriate intonation	✓	✓
correct pronunciation	X	✓

c) **Aim** To practise asking/answering basic questions

- Have Ss get up and move around the class, asking and answering questions with different classmates. Play music to encourage Ss to speak more loudly and more confidently.
- Ss go back to their seats. Check answers by asking the questions about various Ss and letting the class answer.

Suggested Answer Key

- 1 My name is Kivanç Özçivit.
- 2 I'm from Istanbul, Turkey.
- 3 I'm 17 years old.
- 4 My favourite sport is hockey because it's exciting.
- 5 My favourite school subject is Maths because I love to solve problems.
- 6 I can speak Turkish, German and English.

Listening

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

- Go through the **Study Skills** box with Ss.
- Allow Ss enough time to read the rubric.
- Elicit answers to the question in the rubric.

Answer Key

They will talk about sports and hobbies.

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

- Play the recording for the first speaker.
- Give Ss time to decide which sentence it matches.
- Have Ss find words that appear both in the text and in the questions from Ex. 4a.
- Check Ss' answers on the board.

Answer Key

It matches sentence 1.

He uses the words: basketball, football and cricket.

- c) **Aim** To listen for specific information
- Give Ss time to read through the questions in Ex. 4a. Have Ss underline key words that they will be listening for.
 - Play the recording.
 - Give Ss time to answer the questions and then check answers around the classroom.

Answer Key

1 A 2 - 3 B 4 D 5 C

Writing

- 6 a) **Aim** To practise reading instructions carefully
- Have Ss read the instructions.
 - Have Ss reread only the bold words in the instructions.
 - Give Ss time to answer questions (1-2).
 - Ss check their answers with a partner.

Answer Key

- 1 My English pen-friend.
- 2 I should include the name and nationality of my favourite athlete. I should also include what sport he/she does and how he/she looks. I should also ask my pen friend about his/her favourite sport.

- b) **Aim** To write an informal letter

- Have Ss read through the **Writing Tip** box.
- Give Ss time to write letters following the plan.
- Alternatively, assign the letter as HW.
- Have Ss proofread their partner's letter before handing it in.

Suggested Answer Key

Dear Marta,
 Hi! How are you? Thanks for your letter. To answer your question, my favourite athlete is Usain Bolt. He's Jamaican and he is a sprinter. Usain is very tall (almost 2 metres!) and has got dark hair and brown eyes. He's a very friendly person with a great sense of humour. My favourite athlete is a sprinter but my favourite sport is football. I'm really good at it. What about you? What's your favourite sport?
 Please write back soon.
 Helena

Russia **1**

Reading & Listening

- 1 **Aim** To read and listen for specific information.
 Have Ss look at the pictures and elicit what they know of the sport.
 (Ss' own answers)

- 2 **Aim** To read for specific information.
- Have Ss read the text.
 - Allow time to complete the sentences.

Answer Key

1 folk sport 3 any flat surface
 2 names 4 bat ... wooden pin

- Elicit/Explain the meanings of the words in the **Check these words** box.

Suggested Answer Key

ancient (adj): very old
form (n): type
basic idea (phr): general impression
flat surface (n): even area
grass lawn (n): an area covered in a thin green leaved plant that is cut short and even (usu. in a garden or a park)
town square (n): a flat open space in the middle of a town in the shape of a square (usu. for public events)
equipment (n): things used for a particular purpose
bat (n): a special piece of wood for hitting a ball in sports
wooden pin (n): a wooden object like a skittle
rule (n): an instruction that says what is allowed/not allowed
objective (n): aim, goal
knock (v): to hit sth
throw (v): to move your hand quickly and let go of an object so it moves through the air
winner (n): the person who wins a competition
standing (pp): in an upright position

- 3 **Aim** To practise using phrases.

- Direct Ss' attention to the passage.
- Check answers around the classroom.

Answer Key

1 wooden 3 flat 5 grass
 2 town 4 folk

Speaking & Writing

- 4 **Aim** To check for comprehension.

- Ask Ss to complete the table.
- Have Ss present their findings to the class.

Answer Key

Name of sport	Gorodki
Place	Russia
Equipment	Bat, wooden pins
Objective	Knock down the pins

- 5 **Aim** To personalise the topic.

- Give Ss time to research their own sport.
- Present their findings.

(Ss' own answers)

East, West, Home's Best

Topic

In this module, Ss will learn about houses, appliances, geographical features and places in a town.

Modular page

25

Lesson objectives: To give an overview of the module, to listen for specific information, to write sentences about your house

Vocabulary: Rooms in a house (*kitchen, dining room, bedroom, bathroom, living room, utility room*); Items in a house (*pillow, washbasin, bath, towel, armchair, sofa, carpet, cushions*)

2a The Nautilus House

26-27

Lesson objectives: To learn *there is/there are*, to read for specific information, to talk about a house, to compare houses

Vocabulary: Parts of houses/Furniture (*bookcase, desk, wardrobe, bed, door, sink, window, cupboard, mirror, table, chair, stairs, sofa, garden, floor*); Nouns (*shape, seashell, young couple, spiral staircase, plant, room, stream, trees, view, mountain*); Adjectives (*huge, bright, earthquake-proof*); Adverb (*everywhere*); Preposition (*like*); Phrases (*grass carpet, friendly to the environment*); Determiner (*every*)

2b In my house

28-29

Lesson objectives: To read for specific information, to learn plurals, to learn *this/that – these/those*, to learn prepositions of place, to talk about position, to write about a favourite room

Vocabulary: Appliances (*fridge, washing machine, dishwasher, toaster, iron, cooker, vacuum cleaner*); Verbs (*catch, wash*); Nouns (*space station, neighbourhood, chore, floating dust, pipe, mealtime, tin, packet, disposable clothes*); Adjective (*wet*)

2c Culture Corner

30

Lesson objectives: To read for specific information, to write about tourist attractions

Vocabulary: Verb (*forget*); Nouns (*statue, ride, chance, boat, horse-and-carriage ride, path, lake, zoo, skating rink, skyscraper, flight*); Adjective (*huge*); Phrases (*symbol of independence, get wet*)

2d Everyday English

31

Lesson objectives: To read for gist, to pronounce /u:/ and /ʌ/, describing your home

Vocabulary: Asking/giving information (*What's it like? It's really big. What floor is it on? How many rooms has it got? It sounds amazing! It's really cosy. It's got a great view... Is it far from...?*)

2e Special places

32-33

Lesson objectives: To read for cohesion and coherence, to identify the author's purpose, to write an email describing a place

Vocabulary: Geographical features (*desert, mountain, forest, island, river, cliff, lake, sea, beach, waterfall*); Nouns (*floating islands, place, home (to), surface, totora reeds, reed hut, heating, fisherman, reed boats, school, hospital, tourists*); Adjectives (*soft, wet, simple, popular with*); Adverb (*nearby*); Phrase (*experience a unique way of life*)

2f Going around

34-35

Lesson objectives: To learn the imperative, to learn prepositions of movement, to learn *a/an – the*, to pronounce /ðə/ and /ði:/

Vocabulary: Shops (*baker's, butcher's, supermarket, florist's, chemist's, bookshop, pet shop, clothes shop*); Products (*bread, meat, medicine, flowers, dog, pasta, jacket, dictionary*); Prepositions of movement (*up, down, along, across, into, out of, over, under, through, past*); Nouns (*address, underground, station*); Phrases (*turn left, turn right*)

2g Skills

36

Lesson objectives: To listen for specific information, to practise giving/asking for directions

Vocabulary: Places in an area (*pet shop, supermarket, post office, gym, bookshop, cinema, Internet café, fast food (restaurant), clothes shop, library, school, butcher's, café, chemist's, baker's, restaurant, park*); Directions (*go straight, turn left/right, cross the road, go down ... is on your left/right opposite/next to/between/behind*)

2h Writing

37

Lesson objectives: To read for specific information, to learn about punctuation, to learn about adjectives, to write an email to a friend about your house

2i Curricular: Art & Design 38

Lesson objectives: To read for specific information, to make a presentation about a tower or building

Vocabulary: Verb (*slide (out)*); Nouns (*wood, glass, brick, steel tower, skyline, tonne, top, sight, spaceship, second, great view, glass cube*); Adjective (*cool*); Phrase (*hundreds of flats*); Phrasal verb (*stand out*)

Language Review 2 39

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 2 40-41

Russia 2 42

Lesson objectives: To read for specific information, to talk about Triumph Palace, to write a description of Triumph Palace

Vocabulary: Nouns (*luxury, storey, skyscraper, fitness centre, residents, bowling alley, medical centre*); Adjectives (*sky-high, famous*); Phrases (*the wow factor, VIP, breathtaking views*)

►► What's in this module?

Read the title of the module *East, West, Home's Best* and ask students to predict the content of the module (*the module is about homes and places*). Go through the list of contents and stimulate a discussion on what Ss will learn in the module.

Note: The title of this module is an English proverb meaning that wherever you go, home is always the best place to be.

Vocabulary

1 Aim To present vocabulary for rooms/objects in a house

- Draw Ss' attention to the pictures and play the recording.
- Ss listen and repeat chorally or individually.
- Check Ss' pronunciation.

2 Aim To listen for specific information

- Explain the task and play the recording.
- Ss listen and fill in what rooms there are in Tom's house and what his favourite room is.
- Check Ss' answers.

Answer Key

... a large living room, a modern kitchen, four bedrooms and two bathrooms.

... his bedroom.

OVER TO YOU!

Aim To personalise the topic

- Ask Ss to look at the pictures on the page again and complete the sentences.
- Ask various Ss to read their sentences out to the class.

Suggested Answer Key

... a dining room, a large kitchen, three bedrooms, and one bathroom.

... my bedroom.

2a The Nautilus House

Vocabulary

- 1 **Aim** To present/practise vocabulary for furniture/fixtures
- Ask Ss to look at the pictures on p. 26. Explain that the pictures show the inside of the house on p. 27. Elicit what the house looks like (*a seashell*).
 - Draw Ss' attention to the pictures and the numbered items.
 - Allow Ss time to match the words to the numbers. Play the recording for Ss to check their answers.
 - As an extension, play the recording again for Ss to repeat chorally or individually.

Answer Key

A 1	D 3	G 4	J 14	M 7
B 6	E 9	H 13	K 5	N 2
C 10	F 12	I 8	L 11	O 15

Grammar

- 2 a) **Aim** To present '*there is/there are*'
- Explain that we use *there is/there isn't* to talk about the existence of sth in the singular and *there are/there aren't* for the plural.
 - Explain that the words *there is/there are* change order in questions to become *Is there/Are there*. Present the form of short answers (*Yes, there is/are. / No, there isn't/aren't*).
 - Explain that we use *some* and *any* for plural items. We use *some* in affirmative sentences and *any* in negative sentences and questions.
 - Read the examples in the table aloud and elicit other examples from various Ss.

- b) **Aim** To practise '*there is/there are*' affirmative and negative

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

Answer Key

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

- 3 **Aim** To practise '*there is/there are*' in questions and short answers
- Explain the task and read the example aloud.
 - Allow Ss time to complete the task, then check Ss' answers.

Answer Key

- 2 *Is there ...? No, there isn't.*
 3 *Are there ...? No, there aren't.*

- 4 *Are there ...? No, there aren't.*
 5 *Is there ...? No, there isn't.*
 6 *Are there ...? Yes, there are.*

Listening & Reading

- 4 a) **Aim** To introduce and predict the content of a text
- Ask Ss to look at the title and the picture on p. 27. Ask Ss to say what they think the text is about (*an unusual house*). Ask Ss to say what they think it is like living in a house like the one in the picture.
 - Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

The text is about an unusual house that is in the shape of a seashell. I think it is fun living in this house.

BACKGROUND INFORMATION

Alice in Wonderland

Alice in Wonderland (*Alice's Adventures in Wonderland*) is a popular novel written by the English author Lewis Carroll in 1865. It tells a story of a girl named Alice who falls down a rabbit hole into a fantasy world. In this strange world of talking animals, unusual characters and magical gardens, Alice begins an amazing adventure. The novel became very successful and is still popular with children and adults today. Many films and short stories have been based on the novel.

Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

- shape (n):** the form of sth
seashell (n): a hard outer covering of certain sea animals
young couple (phr): two young people who are married or in a relationship
spiral staircase (phr): a set of curvy stairs in a building
huge (adj): very big in size
plant (n): a living thing that grows in the soil
every (det): all of a group
room (n): an area of a building that is closed by a floor ceiling and walls
everywhere (adv): all over a place
bright (adj): having lots of light
grass carpet (phr): a floor covering made from a green plant
stream (n): a narrow, shallow, flowing body of water
trees (n): tall plants with a central stem and branches
earthquake-proof (adj): being able to withstand an earthquake without being damaged
friendly to the environment (phr): not causing harm to nature

view (n): an area that can be seen from a certain place
mountain (n): a very high area of land
like (prep): similar to

- b) **Aim** To read for specific information.
 Allow Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

1 F 2 F 3 T 4 DS 5 DS

Speaking & Writing

- 5 **Aim** To expand on and personalise the topic
- Explain the task and brainstorm with Ss for ideas. Encourage Ss to use words from the **Check these words** box in their answers.
 - Allow Ss time to write their sentences. Then ask various Ss to read their sentences aloud.

Suggested Answer Key

I really like this house. I could live in this house because it has a great view of the mountains and it's earthquake-proof. I really like the grass carpet, the stream and the trees.

- 6 **Aim** To personalise the topic
- Explain the task and read the example sentences aloud. Write the three headings (*number of rooms, furniture, garden*) on the board and brainstorm with Ss for ideas.
 - Give Ss time to write their sentences. Then ask various Ss to read their sentences to the class.

Suggested Answer Key

The Nautilus House has got a grass carpet on the floor in the living room. My house hasn't got a grass carpet in the living room. The Nautilus House has got a nice garden with trees. My house hasn't got a garden. etc.

2b In my house

Vocabulary

- 1 **Aim** To present vocabulary for appliances
- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.
 - Allow Ss time to write sentences about what items they have got/haven't got in their houses.
 - Ask various Ss to read their sentences to the class.

Suggested Answer Key

In my house we have got a dishwasher, a fridge, a cooker, an iron, and a washing machine. We haven't got a toaster or a vacuum cleaner.

Reading

- 2 a) **Aim** To introduce and predict the content of a text

- Direct Ss' attention to the title and the pictures. Ask Ss to say what they think the text is about. Ask: *Where is 'out of this world'? Why are these items in space? What could a house out of this world be like?*
- Play the recording. Ss listen and follow the text in their books. Then elicit three things Ss can remember from the text.

Suggested Answer Key

A house out of this world has got no gravity, so things float around. It is very difficult to clean.

There is a lot of floating dust on the space station.

There isn't a kitchen on the space station.

There isn't a washing machine on the space station.

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

space station (n): a place in space built for astronauts to work and live on

neighbourhood (n): an area around where a person lives

chore (n): everyday work done around the house

floating dust (phr): very small pieces of dirt that travel in the air

pipe (n): a long circle-shaped object

catch (v): to grab hold of sth

mealtime (n): the time when a person eats

tin (n): a closed metal food container

packet (n): a container holding several products of the same kind

wet (adj): covered or soaked with water

wash (v): to clean sth

disposable clothes (n): clothes thrown away after use

- b) **Aim** To check comprehension of the text and personalise the topic

Allow Ss time to read the text again. Have a class discussion about the questions in the rubric and ask various Ss to share their thoughts with the rest of the class.

Suggested Answer Key

On the space station they have got a special vacuum cleaner to catch the floating dust. They don't need to cook their food. Also, they don't need to wash their clothes because they are all disposable.

The writer thinks this house is cool.

I would like to live there because it is a strange place to live in.

Grammar

3 **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 the theory for irregular plurals.
- Drill Ss by saying some nouns in the singular aloud (e.g. potato, cup, dress). Ss say the relevant plural form (i.e. potatoes, cups, dresses).
- Ask Ss to find examples of plural forms in the text.

Answer Key

chores, astronauts, mealtimes, tins, packets, spoons, forks, knives

4 **Aim** To practise forming plurals

- Allow Ss time to complete the task.
- Check Ss' answers on the board.
- As an extension, ask Ss which answers are irregular plurals (I).

Answer Key

1 dishwashers	5 children (I)	9 knives
2 pillows	6 dishes	10 men (I)
3 cookers	7 boys	
4 ladies	8 glasses	

5 a) **Aim** To present 'this/that – these/those'

- Ss close their books. Present *this/that – these/those*. Point to a book close to you and say: This is a book. Write it on the board. Point to a book far away from you and say: **That** is a book. Write it on the board. Present the plural forms in the same way.
- Ss open their books. Read the examples in the table aloud.

b) **Aim** To practise 'this/that – these/those'

- Read the example aloud. Then point to various things near you and far away from you in the classroom. Ask various Ss to tell what you are pointing to using *this/that – these/those*.
- Ss work in pairs and do the same. Ss take turns to point and say. Ask several pairs of Ss to perform the task for the class.

Suggested Answer Key

A: That is a chair. What are these?
 B: These are pencils. What are those?
 A: Those are books. etc.

6 **Aim** To practise 'this/that – these/those'

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

Answer Key

1 This, that 2 That, these 3 This, those

7 a) **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*. 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 drawing and play the recording. Ss listen and repeat. Ask various Ss to make sentences orally.

Answer Key

The ball is in 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.
 The ball is opposite the box.

b) **Aim** To practise prepositions of place

Explain the task and allow Ss time to complete the text. Check Ss' answers by asking various Ss to read out the completed text.

Answer Key

1 next to	4 between	7 between
2 opposite	5 on	8 in
3 in front of	6 on	9 Under

8 **Aim** To practise describing position

- Explain the task and read the example exchange aloud. Ss work in pairs and ask and answer questions.
- Monitor the activity around the class, and then ask various pairs to act out their exchanges.

Suggested Answer Key

A: Where's the kettle?
 B: It's on the counter.
 A: Where's the dishwasher?
 B: It's between the cupboards. etc.

Writing

4 **Aim** To write a short text about tourist attractions

- Explain the task and ask Ss to look up information on the Internet or in encyclopaedias/other reference books in groups. Ss write a short text using the information they collected.
- Ask various groups to read their texts to the class.

Suggested Answer Key

There are many tourist attractions in Rio de Janeiro. The Christ the Redeemer statue is 39.6 metres tall. It is on top of Corcovado Mountain with fantastic views of the city. Copacabana beach is also very popular with tourists. It is 4 km long. You can visit one of the many restaurants or night clubs on the promenade, or go to one of many free concerts that take place there.

2d Everyday English

1 **Aim** To identify speakers in a situational dialogue

- Read the sentences aloud and explain any unknown words/phrases.
- Give Ss time to mark who they think says each sentence.
- Play the recording. Ss listen and follow the dialogue in their books to find out.
- Check Ss' answers.

Answer Key

- *What is like?* – Lada
- *It's really big.* – Nelly
- *What floor is it on?* – Lada
- *It's really cosy.* – Nelly
- *It's got a great view.* – Nelly
- *Is it far from...?* – Lada
- *How many rooms has it got?* – Lada
- *It sounds amazing!* – Lada

2 **Aim** To learn synonymous phrases

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

Answer Key

Is it close to the centre? – *Is it far from the city centre?*
All the other rooms are bigger than mine but it's comfortable. – *It's the smallest bedroom but it's really cosy.* – *How high up is it?* – *What floor is it on?*

3 **Aim** To practise asking for and giving addresses

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

- Explain the task.
- Ss work in pairs, taking turns asking and answering questions. Invite various pairs to act out their exchanges in front of the class.

Answer Key

A: *What's your address, please?*

B: *12 Longhurst Lane.*

A: *Can you spell it, please?*

B: *L-O-N-G-H-U-R-S-T.*

A: *What's your address, please?*

B: *17 Morrison Avenue.*

A: *Can you spell it, please?*

B: *M-O-double R-I-S-O-N.*

A: *What's your address, please?*

B: *21 Primrose Street.*

A: *Can you spell it, please?*

B: *P-R-I-M-R-O-S-E.*

Pronunciation

4 **Aim** To pronounce /u:/ and /ʌ/

- Model the sound for each symbol. Play the recording. Ss listen and tick the correct boxes.
- Play the recording again for Ss to listen and repeat chorally or individually.

Answer Key

	/u:/	/ʌ/		/u:/	/ʌ/
<i>much</i>		✓	<i>blue</i>	✓	
<i>roof</i>	✓		<i>shoe</i>	✓	
<i>dust</i>		✓	<i>under</i>		✓

Speaking

5 **Aim** To role-play flat hunting

- In closed pairs Ss role-play dialogues similar to the one in Ex. 1 following the plan. Ss exchange roles.
- Ask various pairs to act out their dialogues.

2e Special places

Vocabulary

1 **Aim** To present vocabulary for geographical features

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Ask Ss which of the features are in their country and encourage them to give examples.

Suggested Answer Key

In my country there are a lot of rivers and forests. There are a lot of beaches and a sea.

tourists (n): travellers who visit an area for pleasure
experience a unique way of life (phr): to temporarily live an unusual lifestyle

Reading & Listening

2 **Aim** To introduce the topic of a text and read for gist

- Draw Ss' attention to the title of the text. Elicit what an island is (*an area of land surrounded by water*) and explain the word floating (*resting on top of the water*). Encourage Ss to guess what might be strange about these islands.
- Ask various Ss to read parts of the text aloud. Ask Ss if any of their predictions were correct.

Suggested Answer Key

An island is an area of land surrounded by water. There are over 40 floating islands on Lake Titicaca. People live on them.

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

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

Suggested Answer Key

- 1 T
- 2 T
- 3 F Uros homes have one room.
- 4 F Uros men make boats out of reeds.
- 5 F Uros children go to school.
- 6 F Tourists travel to the islands by motor boat.

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

floating islands (phr): areas of land surrounded by water that move on the water
place (n): the area where sth is situated; position
home (to) (n): the residence of certain people or animals
surface (n): outer part /layer of sth; exterior
soft (adj): changing shape or easy to bend when touched
wet (adj): soaked with water
totora reeds (n): long-leafed plants (totora) from South America
reed huts (phr): small one room shelters made from plant leaves
heating (n): facilities/equipment for warming a house or building
simple (adj): not complicated or fancy
fishermen (n): men who catch fish for a living
reed boats (phr): boats made from plant leaves
school (n): a place where children go to learn
hospital (n): a building where medical care is given
nearby (adv): close in distance
popular (with) (adj): liked a lot by certain people

BACKGROUND INFORMATION

Lake Titicaca is a lake located in the Andes mountain range on the border of Peru and Bolivia in South America. It is the largest lake in South America and one of the highest lakes in the world at 3,812 metres above sea level. The Uros people and their man-made islands are one of many groups of people who live on the lake.

Puno is a city in southeastern Peru near Lake Titicaca. It dates back to the 17th century. It is known as the folklore capital of Peru and many traditional dances come from here.

b) **Aim** To identify the author's purpose in a text

- Tell Ss that it is important to consider why sb writes a text.
- Ask Ss why people write emails to friends (*to inform*), stories (*to entertain*), etc.
- Read the **Study skills** box and ask Ss why the author wrote the text.

Answer Key

The author's purpose is to inform.

4 **Aim** To practise new vocabulary

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

Answer Key

1 simple 2 welcome 3 different 4 popular

Speaking & Writing

5 a) **Aim** To describe a picture and practise new vocabulary

- Explain the task and refer Ss back to the **Check these words** box.
- Give Ss time to write their sentences and ask some Ss to read their complete sentences aloud.

Suggested Answer Key

The picture shows the **floating islands** of Lake Titicaca. The people make them from **totora reeds**. There are simple **reed huts** on the islands. We can also see the **reed boats** that the **fishermen** have.

b) **Aim** To write an informal email about a place

- Explain the task and write a plan on the board.
Hi ...,
Para 1: greeting, opening remarks (*Greetings from Lake Titicaca!*)
Para 2: describe the floating island you are living on
Para 3: closing remarks (*See you soon!*)
...
- Allow Ss time to complete the task in class or it may be assigned as HW. Encourage Ss to make their emails as descriptive as possible and to use the new vocabulary they learned from the **Check these words** box.

Suggested Answer Key

Hi Jane,
Greetings from Lake Titicaca! It's great here!
There are forty floating islands on the lake. The local people make the islands out of totora reeds and have got reed huts. They have also got reed boats for fishing and go to school, but they haven't got doctors or a hospital nearby. It is a very simple life here, but I really like it. That's all my news for now. See you soon!
Lisa

6 **Aim** To personalise the topic

- Explain the task and brainstorm with Ss for ideas. Write some of the ideas on the board.
- Allow Ss time to write their sentences. Then organise Ss into pairs to read their sentences to each other.
- Monitor the activity around the class. Then ask some pairs to read their sentences to the class.

Suggested Answer Key

I have got a brick house. There are many rooms in my house and we have got heating. There is a hospital and doctors nearby. I haven't got a different view from my window every day because my house can't move.

2f Going around

Vocabulary

1 **Aim** To present vocabulary for shops and products

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally and individually.
- Have Ss complete the task.
- Check Ss' answers around the class.

Answer Key

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

Reading

2 **Aim** To scan a text to predict its content

- Write the questions from the rubric on the board.
- Have Ss read the questions and then scan the text.
- Ss close their books and try to answer the questions with a partner.
- Play the recording. Ss listen and check.

Answer Key

It is to Sam and is from Billy. It is an invitation to a party and mentions how to get to Billy's house. There is a supermarket, a baker's, a pet shop and a florist's in Billy's neighbourhood.

3 **Aim** To read for specific information

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

address (n): information, including a street and number, that tells where a building is

underground (n): a system of trains that runs under the ground

station (n): a stopping point for trains where people can get on and off

turn left (phr): to change the direction you are travelling in and go in the direction to your left

turn right (phr): to change the direction you are travelling in and go in the direction to your right

- Ss reread the text and answer the questions.
- Check answers around the class.

Answer Key

1 Saturday, 20th November

2 5 pm

3 He takes the underground to Central Station. Then he goes up the stairs and comes out of the tube station into High Street and turns left at the supermarket. He walks along the street and past the baker's and then turns left at the pet shop into King Street. He walks across the street and then turns right at the next street and Billy's house is next to the florist's.

Grammar

4 **Aim** To present the imperative

- Have Ss read the theory.
- Explain to Ss that we form the imperative by using the infinitive form of the verb without *to*. In the negative, *don't* is added before the verb.

- Have one S volunteer go in front of the class. Ss give commands to the S (*sit down, stand up, walk, touch your head, don't move, etc.*).
- Allow Ss time to complete the task. Ss check answers with a partner.

Answer Key

- 2 *Don't turn left.* 4 *Turn right.*
 3 *Don't enter.*

5 a) **Aim** To present prepositions of movement

- Play the recording. Ss listen and repeat chorally.
- Make sure Ss read the text in the information box.
- Have Ss find examples in the text.

Answer Key

Examples in the text: *up, out of, along, across, past*

b) **Aim** To practise using prepositions of movement

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

Answer Key

- 1 *past* 3 *along* 5 *down*
 2 *across* 4 *over*

6 **Aim** To present 'a/an - the'

- Place a pencil on your desk. Ask Ss what is on the desk. (*There is a pencil on the desk.*) Write the response on the board.
- Now put more pencils on your desk, one of which is red. Ask a S to pick up a pencil. Next ask Ss to pick up the red pencil. Elicit why you used *the* instead of *a* and explain that you say *the* to talk about specific things.
- Ss read through the theory box and find examples in the text.

Answer Key

the underground, the stairs, the station, a supermarket, the street, the baker's, the pet shop, the next street, the florist's

7 **Aim** To practise using 'a/an' and 'the'

- Elicit from Ss what the difference is between using *a* and *an* (*an* is used before words starting with a vowel).
- Remind Ss that there are some gaps that should be left blank.
- Allow Ss enough time to complete the task. Check Ss' answers.

Answer Key

- | | |
|--|---|
| 1 <i>a, The</i> | 6 <i>-, the</i> (capitalise <i>my</i>) |
| 2 <i>a, The</i> | 7 <i>-</i> (capitalise <i>this</i>) |
| 3 <i>a</i> | 8 <i>-, a</i> |
| 4 <i>-, -</i> (capitalise <i>their</i>) | 9 <i>The</i> |
| 5 <i>The</i> | 10 <i>a, the, The</i> |

Pronunciation

8 **Aim** To present pronunciation differences when using *the*

- Go through the examples and have Ss mimic your pronunciation chorally and individually.
- Explain that when *the* comes before a word beginning with a consonant, it is pronounced /ðə/ and when it comes before a word beginning with a vowel, it is pronounced /ði/.
- Play the recording with pauses to allow Ss to repeat. Correct pronunciation if necessary.

Answer Key

- ðə – *the fridge, the toaster, the spoon, the sofa, the bedroom*
 ði – *the iron, the eraser, the armchair*

Speaking

9 **Aim** To practise giving directions using prepositions of movement

- Have Ss complete the task in pairs. Have Ss make simple maps if needed.
- Monitor the exchange, checking pronunciation.

Suggested Answer Key

Walk up the hill along Green Street, past the baker's. Turn left into Hope Street and walk under the bridge. Walk past two streets and turn right into Florence Avenue. The supermarket is on your left, next to the chemist's.

2g Skills

Vocabulary

1 **Aim** To practise vocabulary for places in a neighbourhood and practise prepositions of place

- Elicit the meanings of *behind, between* and *opposite* using your book (as in 2b Ex. 7a)
- Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

- 1 *the gym* 2 *the Internet café* 3 *the cinema*

Module 2

2 **Aim** To practise vocabulary for products and shops

- Explain the task and give Ss time to complete it, then check Ss' answers.
- Encourage Ss to answer in full sentences.

Answer Key

- 2 You can borrow books at the library.
- 3 You can eat burgers at the fast food restaurant.
- 4 You can have lunch at the restaurant/fast food restaurant/café.
- 5 You can buy stamps at the post office.
- 6 You can swim at the gym.

Reading & Listening

3 **Aim** To listen for specific information

- Explain the task and play the recording. Ss listen and mark the route.
- Check Ss' answers.

Answer Key



Speaking

4 **Aim** To practise giving directions

- Explain the task to Ss. Tell them they must follow the plan using the directions given.
- Give Ss time to complete the task in pairs. Monitor language, helping if necessary.
- Have some Ss act out their dialogues in front of the class.

Suggested Answer Key

- A Can you tell me where the bookshop is?
 B It's on Milton Street.
 A Can you tell me how to get there?
 B Sure. Go straight past the Internet café and turn left into High Street. Turn right into Milton Street and the bookshop is next to the post office.

- A Thank you very much.
 B You're welcome. Goodbye.

2h Writing

Reading

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

- Ask Ss to read the first two sentences in the text and ask them what they think the email is about.
- Play the recording. Ss listen, follow the text in their books and check their answers.

Answer Key

The email is about Nelly's new house.

2 **Aim** To read for specific information

- Explain the task and give Ss time to complete it. Instruct Ss to underline the sentences in the text which give the information.
- Check Ss' answers.

Answer Key

where her house is (It's in a quiet street ...)
 how big it is (It's very big with ...)

3 **Aim** To present punctuation

- Go through the **Writing Tip** box and write examples on the board, circling each punctuation point: *My name is Dave. Where is Dave? Dave has got two dogs, a cat, and a hamster. Dave is a great friend!* etc. Ask Ss to find examples in the text in Ex. 1.
- Elicit L1 equivalents for the rules of punctuation taught, and make Ss aware of the differences.

(Ss' own answers)

4 **Aim** To practise punctuation

Explain the exercise and allow Ss time to punctuate the sentences. Then check Ss' answers on the board.

Answer Key

- 1 Where is the baker's?
- 2 It's fantastic!
- 3 There are two banks on Princess Street.
- 4 The flat has got a living room, a kitchen, a bathroom and two bedrooms.
- 5 Is there a sports centre in the area?

5 **Aim** To present and practise adjectives

- Read the theory aloud. Then elicit examples from the text in Ex. 1.
- Explain the exercise and allow Ss time to complete it. Then check Ss' answers.

Answer Key

new house, quiet street, new school, It's very big, huge garden, large living room, modern kitchen, large bed, huge wardrobe, favourite bands

- 1 *My house is small.*
- 2 *It's got a nice garden.*
- 3 *The living room has got modern furniture.*
- 4 *My house is in a busy street.*
- 5 *There is a big garage.*

Writing

6 Aim To prepare for the writing task

- Explain the task and give Ss time to complete it. Ask Ss to write full sentences.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

- 1 *My house is in a quiet street next to the park.*
- 2 *There is a large living room, a kitchen, a dining room, a study, two bedrooms and two bathrooms.*
- 3 *My favourite room is my bedroom. It has got a large bed, a desk, a wardrobe and a bookcase.*

7 Aim To write an informal email about your house

- Explain the task and tell Ss they can use their answers from Ex. 6 and the plan to help them.
- Ss complete the task in class. Alternatively assign the task as HW. Point out that Ss should use prepositions of place and a variety of adjectives to make their texts more interesting.

Suggested Answer Key

*Hi Olga,
Thanks for your email about your house! It sounds great. My house is also in a quiet street next to a park. It's very big with a garden and a garage. It has got a large living room, a kitchen, a dining room, a study, two bedrooms and two bathrooms.
My favourite room is my bedroom. It has got a very large bed, a desk, a wardrobe and a bookcase.
That's all for now. Write back soon,
Irina*

- desk (wood), the legs of a chair (steel), etc.) Ask Ss what they believe each tower is made of.*
- Play the recording. Ss listen and follow the text in the books, and check their answers.

Answer Key

The Eiffel Tower and the Space Needle are steel towers. The Eureka Skydeck 88 is a glass tower.

2 Aim To read for specific information

- Explain the task and ask Ss to find the numbers in the text. Ask Ss to underline them.
- Give Ss time to read the text again and write what each number refers to. Check Ss' answers.

Suggested Answer Key

- 184 metres – the height of the Space Needle*
- 300 metres – the height of the Eureka Skydeck 88*
- 43 seconds – how long it takes to get to the top of the Space Needle*
- 324 metres – the height of the Eiffel Tower*
- 10,000 tonnes – the weight of the Eiffel Tower*
- 6 million – how many people visit the Eiffel Tower every year*

BACKGROUND INFORMATION

Paris is the capital of France. It has a population of 2.2 million people and it is a popular tourist destination with many famous sights including Notre Dame Cathedral and the Eiffel Tower.

Seattle is a large city in the state of Washington in the USA. It has a population of 3.4 million people. It is a large seaport. It gets its name from a Native American Chief. It is a popular tourist resort and it is home to the Space Needle.

Melbourne is the second biggest city in Australia. It is the capital of the state of Victoria in the southeast of the country. 4 million people live there, and it is a centre for arts, entertainment and tourism.

3 Aim To practise new vocabulary

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

- wood (n): a material that comes from trees*
- glass (n): a solid material that you can see through*
- brick (n): a rectangular building block made from clay*
- steel tower (n): a very tall building or structure made of a strong metal material*
- stand out (phr v): to be very noticeable or obvious from a group*
- skyline (n): the shape formed by objects (buildings) against the sky*

2i Curricular: Art & Design

Listening & Reading

1 Aim To present vocabulary for materials

- Draw Ss' attention to the pictures of the towers. Then explain the words for the materials. Drill Ss by asking them what different items in the classroom are made of: (e.g. the window (glass), the

Module 2

tonne (n): a unit of weight (1 tonne = 1,000 kg)

top (n): the highest part of sth

sight (n): sth that is worth seeing in a place/city; tourist attraction

cool (adj): great, impressive

spaceship (n): a vehicle used for space travel; spacecraft

second (n): a small measurement of time; 1/60 of a minute

great view (phr): a beautiful scene that can be seen from a certain position

hundreds of flats (phr): many flats (homes) in a building

glass cube (n): a solid structure with 6 equal sides made of glass

slide (out) (v): to glide smoothly out from sth

- Explain the task and give Ss time to complete it. Then check Ss' answers.

Answer Key

1 great view 2 hundreds of flats 3 glass cube

bathroom: toilet, washbasin, bath (shower)

living room: sofa, armchair, cushion (table)

- | | | | |
|---|--------------|-----------|----------|
| 2 | 1 sea | 4 quiet | 7 estate |
| | 2 spiral | 5 washing | 8 get |
| | 3 earthquake | 6 skating | |

- | | | | |
|---|---------|------------|------|
| 3 | 1 view | 4 floating | 7 at |
| | 2 level | 5 nearby | |
| | 3 way | 6 huts | |

- | | | | | |
|---|------|------|---------|--------|
| 4 | 1 in | 3 in | 5 on | 7 with |
| | 2 on | 4 on | 6 about | 8 to |

- | | | |
|---|---------------|------------------------|
| 5 | 1 butcher's | 4 clothes shop |
| | 2 chemist's | 5 fast food restaurant |
| | 3 post office | 6 baker's |

Speaking & Writing

- 4 **Aim** To personalise the topic

Explain the task and brainstorm with Ss for ideas. Ask various Ss their opinions.

Suggested Answer Key

The most impressive tower is the Space Needle because the top looks like a spaceship and it takes only 43 seconds to get there. That's really cool!

- 5 **Aim** To make a presentation about a tower or a building

- Explain the task and write the key questions on the board: *Where is it? What is it made of? What does it look like?* Explain that these questions should act as a plan for the text they will write.
- Ss in groups complete the task or it may be assigned as HW. Ask Ss to look up extra information on the Internet or in encyclopedias/ other reference books. Ss write a short text using the information they collected.
- Encourage Ss to include a picture to illustrate their piece of writing. Ask groups to present their building to the class.

Suggested Answer Key

The Leaning Tower of Pisa is a very impressive building. It is in Pisa, a city in Italy. It dates from 1173. It is a marble tower and it is very strange. It is famous because it is not straight. It is 55.7 metres high on one side and 56.6 metres high on the other side. This tower is popular with tourists.

GAME

- Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

Lake Titicaca is 3,812 metres above sea level.

Boston is home to the Celtics basketball team.

Go straight down this street to get to the bank.

Turn left into Henry Street.

The Uros people have a unique way of life.

Susan's mum is an estate agent.

Her flat is on the second floor.

There is a huge park behind the library.

I have chores to do at home.

The vacuum cleaner is in the living room.

That building has small windows.

This car is very friendly to the environment.

Our hotel room has a great view of the sea.

Quiz

Answer Key

- | | |
|-----------------------------|-------------------------------|
| 1 F (It's like a seashell.) | 5 T |
| 2 F (It is in Seattle.) | 6 F (It's on Liberty Island.) |
| 3 T | 7 F (There are lakes.) |
| 4 F (102 floors) | 8 T |

Ss prepare their quizzes in groups. Ask Ss to go through the pages of Module 2 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes. Then check their answers.

Language Review 2

- 1 bedroom: bed, wardrobe, pillow (desk)
kitchen: fridge, cupboard, dishwasher, sink (cooker)

Suggested Answer Key

Quiz

- 1 Astronauts have a special vacuum cleaner for catching dust. (T)
- 2 The Eureka Skydeck 88 is a brick tower. (F It's a glass tower.)
- 3 The Nautilus House is in Mexico City. (T)
- 4 You can see Melbourne from the Space Needle. (F You can see the Cascade Mountains.)
- 5 The Nautilus House hasn't got a garden. (F It has got a garden.)
- 6 The Statue of Liberty is 43 m tall. (T)
- 7 Astronauts have got knives and forks for eating their food. (F They haven't got any knives or forks.)
- 8 Uros homes have got only one room. (T)

Skills **2**

Listening

- 1 **Aim** To brainstorm vocabulary relating to the text
 - Explain the task to Ss and time them as they complete the task.
 - When one minute is up, have them compare their answers with a partner.
 - Write responses on the board.

Suggested Answer Key

location: suburbs, near the station, etc.
furniture: armchair, table, chair, bed, wardrobe, desk, bookcase, cupboard, etc.
rooms: kitchen, dining room, bathroom, bedroom, utility room, etc.
adjectives: big, small, nice, modern, busy, beautiful, etc.
extra features: garden, garage, etc.

- 2 a) **Aim** To identify key words
 - Have Ss read through the **Study skills** box.
 - Explain that key words are the main words to focus on when looking for the right answer.

Answer Key

B – fantastic views (amazing/great views)
 C – next to a main shopping street (near High Street)
 D – lovely garden (pretty/beautiful outside space)
 E – very quiet inside (no noise)
 F – need new furniture (want to buy more furniture)
 G – very small (tiny, not big)

- b) **Aim** To listen for specific information
 - Play the recording. Ss listen and take notes.
 - Allow Ss enough time to mark their answers and check answers around the class.

Answer Key

Speaker 1 B Speaker 3 E Speaker 5 G
 Speaker 2 C Speaker 4 A Speaker 6 D

- c) **Aim** To listen for specific information
 - Explain the task to Ss and replay the recording, pausing after each speaker to allow Ss to take notes.
 - Elicit key words from various Ss for each speaker.

Answer Key

1 I can see
 2 live close to supermarket, walk out my door, have all the shops I need, excellent location
 3 isn't any noise, I don't like noise
 4 I have lots of old things, 100 years old, beautiful
 5 isn't much space, rooms aren't big
 6 big outdoor space with flowers and trees

Reading

- 3 a) **Aim** To personalise topic
 - Elicit answers to the questions in the rubric.
 - Give Ss enough time to read the text to check their answers.

Suggested Answer Key

I know that the White House is home to the President of the United States of America. I know that his family also live there. I think that it was built in the early 1800's. From pictures I can tell that it is very spacious and has some beautiful gardens, etc...

- b) **Aim** To identify key words
 - Direct Ss' attention to the headings in Ex. 3c.
 - Explain the task and give Ss time to complete it.
 - Have Ss compare key words with a partner.

Answer Key

A BIG C PAST E SIZE
 B RESPONSIBLE D GREEN

- c) **Aim** To read for gist
 - Have Ss read through the **Study skills** box, explaining any unknown words.
 - Give Ss time to reread the text and to complete the task.
 - Check answers around the class.

Answer Key

1 C 2 E 3 D 4 B

- 4 a) **Aim** To consolidate information from a text

Elicit answers to the question.

Answer Key

The author's purpose is to inform.

- b) **Aim** To consolidate information from a text

- Allow Ss to discuss the question in pairs.
- Elicit answers from various Ss.

Suggested Answer Key

Two reasons that people may choose to visit the White House are; that it is a famous building where the President resides, and that it also sounds like a beautiful place to see.

Speaking

- 5 a) **Aim** To introduce phrases to be heard in a dialogue

Have Ss read the sentences and guess if the person speaking resides in the property or is a guest.

Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 Asking | 4 Describing | 7 Describing |
| 2 Describing | 5 Asking | |
| 3 Describing | 6 Asking | |

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

- Explain the task to Ss.
- Play the recording. Ss listen and take notes to complete the table.
- Check Ss' answers around the class.

Answer Key

Size	Big
Rooms	5
Garden	Really big/trees/pond with fish
Special features	Pond with fish
Area	Really nice/park nearby
Favourite place/room	Bedroom

- c) **Aim** To listen for specific information

- Replay the recording. Ss listen to find an answer to the question in the rubric.
- Check Ss' answers.

Answer Key

Stuart's favourite room in the house is his bedroom. This is because he enjoys having his own private space.

- 6 **Aim** To role play a dialogue

- Have Ss make up dialogues in pairs.
- Have various Ss act out their dialogues in front of the class. Help with grammar and pronunciation when necessary.

Suggested Answer Key

- A: Hi Bob. What's your new house like?
 B: Hi Tom. It's great. It's quite big with a large living room, three bedrooms and a small garden.
 A: What's your bedroom like?
 B: It's quite big and bright with a big window.
 A: What about the garden?
 B: It's got some trees and flowers and a nice lawn.
 A: Is it in a nice area?
 B: Yes, it's really nice. There are lots of shops and a park nearby.
 A: So what's your favourite thing about it?
 B: My room. It's good not to share anymore.
 A: You're lucky.
 B: Why don't you come round for a visit?

Writing

- 7 a) **Aim** To personalise the topic

- Read through the rubric as Ss follow along.
- Give Ss time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 a short notice
- 2 details of what size flat, rooms, etc I need, the area it can be in, how much rent I can afford, my name and email address
- 3 students and staff at the university

- b) **Aim** To write a notice

- Allow Ss enough time to write their notices.
- Alternatively, it may be assigned as HW.
- Have Ss proofread each other's work before turning it in.

Answer Key

Flat Wanted

I want to find a one-bedroom flat near the university with a living room, a kitchen, a bathroom and furniture. I can pay £150 a week.

Marta Berndt

Martaberndt@yahoo.com

Russia **2**

Listening & Reading

1 **Aim** To describe specific information
 Have Ss pair up and describe their house to partner.
 (Ss' own answers)

2 **Aim** To look for detail

- Have the class listen to the tape.
- Elicit where this building might be found.

Answer Key
 I think that it would be found in a large city.

3 **Aim** To check for detail

- Have Ss read the text.
- Elicit answers from the class.

Answer Key
 1 DS 2 T 3 DS 4 T 5 F 6 T

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key
sky-high (adj): as high as the sky
luxury (n): great comfort

the wow factor (phr): the quality that surprises people
storey (n): a level of a building
skyscraper (n): very tall building
VIP (phr): very important person
famous (adj): very well known
brehtaking news (phr): amazing views
fitness centre (n): gym
residents (n): people who live in a building/area
bowling alley (n): a place where you can go bowling
medical centre (n): a clinic/hospital

Speaking & Writing

4 **Aim** To test recollection

- Put Ss into pairs.
- Ss attempt to recall details of the building.

Answer Key
 1 There is a hotel on the top floor.
 2 It has a swimming pool.
 3 It is one of Europe's tallest buildings.

5 **Aim** To describe a place
 Have each student write their own description of Triumph Palace.

Answer Key
Triumph Palace is very tall. It has many facilities for the residents including a water park and cinemas and also a hotel on the top floor.

Day after day

Topic

In this module, Ss will explore the topics of free-time activities, daily routines, and animals.

Modular page

43

Lesson objectives: To give an overview of the module, to talk about free-time activities

Vocabulary: Free-time activities (*playing board games, watching DVDs, sending text messages, snowboarding, going to the library, listening to music, rollerblading, surfing the Net, going to the pool, hanging out with friends, reading books*)

3a Daily routines

44-45

Lesson objectives: To read for specific information, to learn the simple present affirmative, to pronounce /s/, /z/, /ɪz/, to write about your daily routine.

Vocabulary: Daily routine (*get up, have a shower, have breakfast, go to school, have lessons, do sport, have dinner, do my homework, walk the dog, watch a DVD, brush my teeth, go to bed*); Verbs (*milk, bite, catch, make, die*); Nouns (*cow, goat, snake farm, hand, arm, type, enclosure, laboratory, venom, teeth, team, medicine, antivenin, puppy*); Adjectives (*dangerous, poisonous*); Adverb (*early*)

3b Work days

46-47

Lesson objectives: To read for specific information, to learn the present simple (negative/questions), to listen for specific information, to learn prepositions of time, to learn adverbs of frequency, to write about what you do at weekends

Vocabulary: Verbs (*hide, return, share*); Nouns (*office work, outdoors, wildlife photographer, dawn, jungle*); Phrases (*get ready, work shifts, keep still, wait for a chance, beauty of nature*)

3c Culture Corner

48

Lesson objectives: To read for specific information, to summarise a text, to talk about school life in your country

Vocabulary: Verbs (*attend, compete with, complete*); Phrasal verb (*catch up with*); Nouns (*GCSEs qualifications, school uniform, choir, instrument, orchestra, experience*); Adjective (*interesting*); Phrases (*make friends, last a lifetime, further studies, after school activities, musical events*)

3d Everyday English

49

Lesson objectives: Asking/telling the time, making arrangements, to pronounce /d/, /ð/

Vocabulary: Making arrangements (*Do you want to That sounds good. What time do you want to meet? What time is it now? Is 6:30 OK for you? Let's meet (at the tennis courts) at 7:30. OK, see you there.*)

3e True Friends

50-51

Lesson objectives: To read for specific information, to write an email about Giraffe Manor

Vocabulary: Animals (*iguana, bear, giraffe, cat, monkey, parrot, elephant, horse, ant, hamster, goldfish, eagle, snake, duck, dolphin*); Verb (*stare*); Nouns (*leaves, twigs, slice, personality, leader, treat, guests, hug, conservation project, acre, estate, owner, staff*); Adjectives (*normal, playful, typical, rare, exotic, gentle*); Phrases (*in the wild, do their best, feel welcome*)

3f An amazing school

52-53

Lesson objectives: To read/listen for specific information, to learn *have to/don't have to*, to learn *should/shouldn't*, to learn how to use adverbs and adjectives

Vocabulary: School rules (*switch off your MP3 player, be on time, wear a school uniform, bring a packed lunch, take part in sports*); Nouns (*trapeze, circus skills, acrobatics, tightrope walking, performance, course, performer*); Verbs (*juggle, exist*); Phrase (*unique experience*)

3g Skills

54

Lesson objectives: to learn 's *genitive/whose*, to listen for specific information, to describe people in your family

Vocabulary: Family members (*father, dad, mother, mum, son, daughter, husband, wife, brother, sister, uncle, aunt, grandson, granddaughter, cousin, grandfather, grandad, grandmother, grandma, nephew, niece*)

3h Writing

55

Lesson objectives: To learn linking words, to write an email giving news

3i Curricular: Science**56**

Lesson objectives: To listen for specific information, to research and write a quiz about animals

Vocabulary: Reptiles (*alligator, snake, lizard, iguana, turtle, Komodo dragon*); Verb (*exist*); Nouns (*reptile, tortoise, backbone, meat, vegetables*); Adjectives (*poisonous, cold, dry, hot*); Phrase (*warm blood*)

Language Review 3**57**

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 3**58-59****Russia 3****60**

Lesson objectives: To read for specific information, to talk about the brown bear, to give a presentation on two animals

Vocabulary: Verb (*grow*); Nouns (*mountains, forests, fur, paws, claws, berries, nuts, roots, grasses, insects, fish, fairytales, cartoons*); Adjective (*common*); Phrases (*special place, in the heart of, national symbol*)

►► What's in this module?

Read the title of the module *Day after day* and ask Ss to suggest what they think it means (*daily routines*). Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary**1 Aim** To present free-time activities

- Explain the task.
- Play the recording. Ss listen and repeat chorally and individually. Check Ss' pronunciation and intonation.

2 Aim To practise new vocabulary

- Refer Ss to the pictures and elicit what they see.
- Elicit the meaning of 'like' (*to enjoy/make you happy*).
- Read out the example sentence.
- Elicit answers from Ss and write them on the board.

Answer Key

- B Mary and Adam like playing board games.*
C John and Becky like watching DVDs.
D Sam likes reading books.

OVER TO YOU!**Aim** To personalise the topic

- Elicit from Ss which activities they like to do and don't like to do from the list, then give Ss time to complete the sentences.
- Ask Ss to read their sentences to the class and check.

Suggested Answer Key

I like listening to music and hanging out with (my) friends.
I don't like rollerblading or playing board games.

3a Daily routines

Vocabulary

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

- Explain the task. Ask Ss to read through the list of verbs and look at the pictures of daily routine activities and fill in the gaps with the verbs.
- Play the recording. Ss listen, check and repeat, chorally or individually. Check Ss' pronunciation and intonation.

Answer Key

- | | | | |
|--------|--------|--------|----------|
| 1 get | 4 walk | 7 have | 10 watch |
| 2 have | 5 have | 8 do | 11 brush |
| 3 have | 6 do | 9 walk | 12 go |

b) **Aim** To personalise the topic and practise new vocabulary

- Explain the times of day and complete the example (e.g. *In the morning I get up, I have a shower and then I have breakfast*).
- Elicit a variety of answers from various Ss around the class.

Suggested Answer Key

In the morning I get up, have a shower, have breakfast and walk to school. In the afternoon, I do my homework. In the evening, I have dinner, watch a DVD, and walk the dog. Then, I brush my teeth and go to bed.

Reading

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

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

Suggested Answer Key

Bill 'milks' snakes to collect their venom. His job is very dangerous because the snakes can bite him.

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

milk (v): to get milk from an animal
cow (n): farm animal that produces milk
goat (n): small farm/wild animal with horns
snake farm (n): a place that raises long thin reptiles with no legs to sell them or their products
dangerous (adj): likely to hurt you
bite (v): to use teeth to injure you
hand (n): the part of the body at the end of the arm with

four fingers and a thumb
arm (n): the part of the body attached to the shoulders with the hand on the end
early (adv): before the usual time that sth happens
catch (v): to capture; to get a hold of
type (n): a group of sth with similar qualities/features
poisonous (adj): very harmful if it gets in your body
enclosure (n): an area of land surrounded by a fence
laboratory (n): a place where research and experiments take place
venom (n): the poison from an animal's bite or sting
teeth (n): hard white objects in your mouth for biting and chewing
team (n): a group of people who work together
make (v): create
medicine (n): a substance used to cure an illness
antivenin (n): a substance that can cure/protect against venomous bites or stings
die (v): to stop living
puppy (n): a young dog

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

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

Answer Key

- 1 a snake farm
- 2 gets up early and walks to the farm
- 3 catches different types of poisonous snakes and milks them to collect their venom to make antivenin
- 4 without antivenin, people that poisonous snakes bite can die

BACKGROUND INFORMATION

Snakebites and antivenin

Over 500,000 people worldwide suffer from snake bites each year. Snakebites by venomous (or poisonous) snakes can cause many medical problems, such as paralysis, disability, bleeding, and even death. People who live in rural tropical areas are at risk on a daily basis. In general, women, children, and farmers are the majority of the victims of snakebites. The only effective treatment is antivenin, a solution made in a lab using the snake's venom. However, the antivenin must originate from the same species that caused the bite in order for it to work. This is why labs need to collect samples from a wide variety of snakes in each country.

Grammar

3 **Aim** To present the present simple affirmative

- Ss close their books. Present the present simple. Say: *I live in London.* 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 London.* Then write it on the board. Underline *live*. Point to a male S and say: *He lives in London.* 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 *kiss, finish, watch, mix, go, try* on the board together with their third-person singular forms. Stress the difference between the spelling of *play* and *try*.
- Ss open their books. Read the table aloud. Focus Ss' attention on the uses of the tenses (*daily routines, habits and permanent states*).
- Elicit examples from the text.

Answer Key

We form the present simple with the subject (noun/pronoun) and the verb. We form the 3rd-person singular by adding -s to the end of the verb; -es to verbs ending in -ch, -o, -sh, -ss, -s, -es; -ies to verbs ending in a consonant and -y.

Examples from the text: *does, works, gets up, walks, catches, milks, falls, knows, says, tries, watches, goes*

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

Allow Ss time to complete the sentences and check Ss' answers on the board.

Answer Key

- 1 *listen (a habit)*
- 2 *likes (a permanent state)*
- 3 *work (a permanent state)*
- 4 *walks (a daily routine)*
- 5 *live (a permanent state)*

Pronunciation

5 **Aim** To pronounce /s/, /z/, /ɪz/

- Explain the task and explain that -s (third-person singular verb ending) can be pronounced in three different ways. Model the sounds of the symbols.
- Allow Ss time to complete the first part of the task.
- Play the recording. Ss listen and mark the correct box. Check Ss' answers.

- Play the recording again. Ss listen and repeat either chorally or individually. Check Ss' pronunciation.

Answer Key

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
1 <i>does</i>		✓		5 <i>falls</i>		✓	
2 <i>works</i>	✓			6 <i>knows</i>		✓	
3 <i>gets up</i>	✓			7 <i>says</i>		✓	
4 <i>catches</i>			✓	8 <i>tries</i>		✓	

Speaking & Writing

6 **Aim** To summarise the text and practise the present simple affirmative

- Explain the task. Ask Ss to write the headings in their notebooks.
- Allow Ss time to complete the task and check Ss' answers on the board.
- Select various Ss from the class to tell you about Bill's daily routine.

Answer Key

Morning: *gets up early, walks to the farm, catches snakes, milks snakes*

Afternoon: *makes medicine (antivenin)*

Evening: *walks puppy, watches a DVD, goes to bed*

Suggested Answer Key

In the morning, Bill gets up early and walks to the farm. He catches different types of snakes and milks them to collect their venom.

In the afternoon, he makes medicine out of the venom with his team.

In the evening, he walks his puppy, watches a DVD and then goes to bed.

7 **Aim** To compare two daily routines

- Explain the task and give Ss time to complete the task.
- Then ask some Ss to tell the class their daily routine and how it differs to Bill's.

Suggested Answer Key

In the morning, I get up early and have breakfast. Then, I walk to school and have lessons. Bill gets up early too. He also walks to work.

In the afternoon, I play sport and do my homework. I don't go to work like Bill.

In the evening, I have dinner and walk the dog. Then, I watch a DVD and go to bed. Bill watches a DVD and walks his dog in the evening, too.

3b Work days

Vocabulary & Reading

1 **Aim** To brainstorm vocabulary related to jobs

- Ask Ss to think of as many jobs as they can and write them down.
- Give Ss time to do the task. Ask Ss around the class to share their list with the class.

Suggested Answer Key

nurse, secretary, pilot, chef, lawyer, police officer, etc.

2 **Aim** To predict the content of a text and listen and read for specific information

- Direct Ss' attention to the picture at the bottom of the page and elicit what they think he does for a living (*He is a photographer*).
- Ask Ss to read through the questions (1-5) and guess the answers by marking them with T for true or F for false.
- Play the recording. Ss listen and follow the text in their books to check.
- Check Ss' answers. As an extension, ask Ss to correct the false statements.

Answer Key

1 F 2 F 3 T 4 T 5 F

Suggested Answer Key

- 1 He works in the jungle.
- 2 He walks to work.
- 5 He likes his job.

3 a) **Aim** To consolidate vocabulary

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

office work (phr): tasks that are usually done in a place of business (e.g. paperwork, typing, etc)

outdoors (adv): outside, not in a building

wildlife photographer (n): a person who takes pictures of plants and animals in the wild as a job

dawn (n): the break of day when the sun rises

get ready (phr): to do things to prepare for sth

work shifts (phr): to work for a fixed number of hours before sb replaces you

hide (v): to conceal yourself; to try not to be seen

jungle (n): an area or land with lots of tropical trees and plants close together

keep still (phr): to not move; to remain in one position

wait for a chance (phr): be patient until an opportunity comes

return (v): to go back to a place you come from

share (v): to let sb else enjoy/have sth that you have
beauty of nature (phr): the attractiveness of all the plants and animals in the natural world

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

Answer Key

1 work shifts 3 office work 5 dawn
 2 Keep still 4 outdoors

b) **Aim** To personalise the topic/to express an opinion

- Explain/Elicit the meaning of 'admire' (*to like/ respect sb*).
- Give Ss time to form their opinion.
- Ask Ss around the class to share their opinion with the rest of the class.

Suggested Answer Key

... he does a difficult job and shares the beauty of nature with people all over the world.

Grammar

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

- Ss close their books. Write on the board: *I don't like Fridays. She doesn't like Fridays.* 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 simple present. Point out that the main verb is the same in all persons.
- Then, write on the board: *Do I like Fridays? No, I don't. Does she like Fridays? No, she doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the simple present. Focus Ss' attention on the position of *do/does* (*before the noun/personal pronoun*). We answer in the short form with *Yes/No, I/you/we/they do/don't* and *he/she/it does/doesn't*.
- Ask Ss to open their books and read the grammar table. Elicit examples from the text.

Answer Key

Do you catch the bus ...?

Nathan doesn't do office work.

... Nathan Dell doesn't.

He doesn't work shifts ...

5 **Aim** To practise the present simple negative

- Go through the task and explain/elicit the meanings of any unknown words in the rubric and the task.
- Explain that the time slots in the schedules relate to morning, afternoon, and evening.

- Explain the task and read the example aloud. Ss then complete the task. Ask various Ss around the class to read out their corrected sentences and check.

Answer Key

- Anna doesn't hang out with her friends on Saturday mornings. She has a tennis lesson.
- Yulian doesn't do chores on Sunday mornings. He plays computer games.
- Anna and Yulian don't watch DVDs on Saturday evenings. They go out/hang out with their friends.
- Anna doesn't do her homework on Sunday afternoons. She has a violin lesson.
- Anna and Yulian don't play computer games on Sunday evenings. They watch a DVD.

Listening

- 6 a) **Aim** To listen for specific information
- Explain the task. Ss listen and fill in the boxes with T (true) or F (false).
 - Check Ss' answers.

Answer Key

	Nestor	Olga
go to school	T	T
like Maths	F	T
do sport	T	F
get up early	F	T
live in a flat	T	T

- b) **Aim** To practise the present simple questions and short answers

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

Answer Key

- Does, Yes, he does. 4 Does, Yes, she does.
- Does, No, he doesn't. 5 Does, No, she doesn't.
- Do, Yes, they do.

- 7 a) **Aim** To present prepositions of time

- Go through the box and explain the use of prepositions of time.
- Check Ss understand them by saying different times and eliciting the correct prepositions from Ss around the class.
e.g. T: afternoon T: June
S1: in the afternoon S2: in June, etc.
- Give Ss time to fill in the correct prepositions, then check Ss' answers.

Answer Key

- 1 on 3 in 5 at
2 on 4 on

Speaking

- b) **Aim** To talk about daily routines using prepositions of time

- Explain the task. Choose two Ss to read the example aloud. 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

- B: ... get up at 7 o'clock?
A: Yes, I do./No, I don't. Do you do your homework on Friday evenings?
B: Yes, I do./No, I don't. Do you do sport in the winter?
A: Yes, I do./No, I don't. Do you buy a magazine at weekends?
B: Yes, I do./No, I don't.

- 8 a) **Aim** To present adverbs of frequency

- Go through the theory box and explain the use of adverbs of frequency. Point out to students that we ask the question *How often ...?* with adverbs of frequency.
- Choose a S to read the examples aloud. Explain the use of adverbs before the main verb and after the verb 'to be'. Write some examples on the board without the adverbs and ask Ss to tell you where to insert them.

(Ss' own answers)

- b) **Aim** To practise adverbs of frequency

- Explain the task. Ss work in pairs and ask and answer questions about how often they do the activities in the list.
- 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 read in bed?
B: I never read in bed.
A: How often do you help with chores?
B: I usually help with chores.
A: How often do you catch a bus?
B: I sometimes catch a bus.
A: How often do you go to the library?
B: I often go to the library.
A: How often do you buy a newspaper?
B: I sometimes buy a newspaper.
A: How often do you do the shopping?
B: I never do the shopping.

Module 3

- A: How often do you send text messages?
B: I always send text messages to my friends.

Writing

9 **Aim** To write about what you do at weekends

- Allow Ss time to write some sentences about themselves. Remind Ss to use adverbs of frequency.
- Choose some Ss to tell the class about what they do at weekends.

Suggested Answer Key

At the weekends, I never get up early. On Saturdays, I usually go out with my friends or watch a DVD.
On Sundays, I always do my homework and I often help with chores.

3c Culture Corner

Listening & Reading

1 **Aim** To predict the content of a text and to listen and read for specific information

- Direct Ss' attention to the picture and the headings in the text.
- Read out sentences 1-7 one at a time and elicit Ss' guesses as to whether each one is true or false.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.
- Check Ss' answers. As an extension, ask Ss to correct the false statements.

Answer Key

- 1 T
2 T
3 F (most schools)
4 F (during the week)
5 F (compete with other schools)
6 T

2 **Aim** To consolidate vocabulary from a text

- Elicit/Explain meaning of the words in the **Check these words** box.

Suggested Answer Key

interesting (adj): exciting, unusual
make friends (phr): to form friendships
last a life time (phr): exist for all of sb's life
attend (v): to be present at sth
GCSEs (n): qualifications from secondary school
qualifications (n): exams you have passed
further studies (phr): university etc
school uniform (n): special clothes
catch up with (phr v): get sb's news from them

after school activities (phr): activities after school
compete with (v): be in competition with sb
choir (n): a group of singers
instrument (n): piano, guitar etc
orchestra (n): a group of musicians
musical events (phr): concerts, musicals, etc
complete (v): to finish
experience (n): sth important that affects you

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

Answer Key

- 1 join 2 do 3 go 4 play

Speaking & Writing

3 **Aim** To consolidate information from a text/ to summarise a text

- Explain the task and give Ss time to read the text again and make their notes under the headings.
- Ask various Ss around the class to use their notes and talk about colleges in the USA.

Suggested Answer Key

Schools in England

Subjects: Students learn many different subjects, such as English, Maths, Science, Geography and Art.

Lessons: Students go to lessons during the week and have 8 lessons a day.

Breaks: They have a 15-minute break in the morning and a one hour lunch break.

Food: Most students have lunch in the school canteen or take a packed lunch.

Clubs: There are many different kinds of clubs for students to join. e.g. drama, art or computer club.

4 **Aim** To personalise the topic of the text/to talk about college/university life in your country

- Give Ss time to make notes under the headings.
- Ask various Ss to use their notes to talk about school life in their country.

Suggested Answer Key

School life in Greece

Subjects: Students learn a wide range of subjects such as Maths, Geography, French, History, English, Physics, Biology and more.

Lessons: Lessons are about 50 minutes each. Students attend 8 lessons a day. Students attend school from Monday to Friday.

Breaks: have a five-minute break in between lessons, a 15-minute break in the morning and 30 minutes for lunch.

Food: All schools have snackbars. Most students bring food from home.

Clubs: There are no clubs that students can join, but schools offer extra activities on Saturday mornings such as sports, dancing and music lessons.

3d Everyday English

Listening & Speaking

1 **Aim** To present telling the time

- Play the recording.
- Ss listen and repeat the times. Check Ss' pronunciation and intonation.

2 a) **Aim** To listen for specific information/to consolidate telling the time

- Play the recording. Ss listen and order the clock faces.
- Check Ss' answers.

Answer Key

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

b) **Aim** To practise asking/telling the time

- Choose two Ss to read out the example exchanges.
- Allow Ss time to complete the task in closed pairs.
- Monitor the activity around the class. Then ask some Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Excuse me. What time is it, please?

B: It's twenty to eleven/ten forty.

A: Excuse me. Have you got the time?

B: Yes, it's twelve o'clock.

A: Do you have the time, please?

B: It's half past two/two thirty.

A: Excuse me, please. What time is it?

B: It's a quarter past five/five fifteen.

A: Excuse me. Can you tell me the time, please?

B: Certainly, it's nine forty-five/quarter to ten.

A: What time is it, please?

B: It's ten to nine/eight fifty.

3 a) **Aim** To learn the situational language for making arrangements

- Play the recording.
- Ss listen and repeat. Check Ss' pronunciation and intonation.

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

- Read the rubric aloud.
- Play the recording. Ss listen, follow the dialogue in their books and answer the questions in the rubric.
- Check Ss' answers.

Answer Key

- The two friends agree to meet at the tennis courts in the park.
- They agree to meet at 7:30.

4 **Aim** To learn synonymous phrases

Read the sentences aloud. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the classroom.

Answer Key

Make sure you're on time. – Don't be late.

That's a great idea. – That sounds good.

No, it isn't. – Not really.

Do you want to meet at half past six? – Well, is 6:30 OK for you?

That's OK. – That's not a problem.

Pronunciation

5 **Aim** To pronounce /d/, /ð/

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

Answer Key

	/d/	/ð/		/d/	/ð/
<i>dad</i>	✓		<i>then</i>		✓
<i>that</i>		✓	<i>there</i>		✓
<i>dirty</i>	✓		<i>dear</i>	✓	

Speaking

6 **Aim** To role play making arrangements

- Explain the situation. Remind Ss to use the dialogue in Ex. 3b as a model as well as the sentences in Ex. 3a and any ideas of their own to complete the task.
- Ss complete the task in pairs. Refer Ss to the diagram and tell them they can use it while doing the task.

Suggested Answer Key

A: Do you want to play basketball at the sports centre later, Ann?

B: That sounds good. What time do you want to meet?

- A: What time is it now?
 B: It's quarter to five.
 A: Right. Well, is 7:30 OK for you?
 B: Not really. My family eats dinner at that time.
 A: That's not a problem. Let's meet at the sports centre at 6, then. Don't be late.
 B: OK, see you there.

3e True Friends

Vocabulary

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

- Draw Ss' attention to the pictures (1-9). Explain the task. Give Ss time to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | |
|------------|----------|------------|
| 1 elephant | 4 iguana | 7 goldfish |
| 2 parrot | 5 duck | 8 giraffe |
| 3 eagle | 6 ant | 9 bear |

b) **Aim** To recognise animal sounds

Play the recording. Ss listen and identify which animals they hear.

Answer Key

duck, parrot, bear, elephant

c) **Aim** To categorise new vocabulary

- Explain/Elicit the meaning of 'pet' (*an animal you keep in your home for company and pleasure*)
- Elicit which of the animals from the list in Ex. 1a can be pets.

Answer Key

iguana, cat, parrot, hamster, goldfish, snake

Reading & Listening

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

- Direct Ss' attention to the pictures in the text and elicit what they show. Ask Ss if they think there is such a place and where it might be.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

- *I can see a giraffe putting its head through a window. There is a man and a woman sitting at the table eating a meal. The man is feeding the giraffe some food.*

- *I think that there is such a place. There are many wild animals in Africa, so maybe it is there.*

3 **Aim** To read for specific information

- Allow Ss time to read the text again and decide on the best answer.
- Check Ss' answers around the classroom. Elicit evidence from the text.

Answer Key

- 1 D (*The Rothschild giraffe ... there are also exotic birds and antelopes.*)
- 2 B (*... giraffes ... put their heads through the open windows to see what's for breakfast*)
- 3 B (*Lynne ... loves treats from the guests.*)
- 4 C (*The Rothschild giraffe is a rare animal with only a few hundred left in the wild.*)

4 **Aim** To consolidate new vocabulary

- Refer Ss to the **Check these words** box and elicit/explain their meanings

Suggested Answer Key

stare (v): to look at sb/sth for a long time

normal (adj): ordinary

leaves (n): flat, thin, green parts of plants or trees

twigs (n): small thin branches on a tree or bush

slice (n): a thin piece cut from a larger piece of bread, fruit, etc.

playful (adj): friendly, lively and cheerful

personality (n): character

leader (n): the person in control/in charge of a group

treat (n): sth tasty/enjoyable to eat

guests (n): people staying at a hotel

hug (n): the act of putting your arms around sb else and holding them tightly with affection

typical (adj): normal; average

conservation project (n): a scheme/work to protect the environment

rare (adj): not common

in the wild (phr): in their natural habitat

acre (n): an area of land that is 4,047 square metres

estate (n): an area of land owned by a person, family or organisation

exotic (adj): unusual and interesting, usually coming from a far away country

owner (n): the person to whom sth belongs

staff (n): the people who work for a company or organisation

do their best (phr): try as hard as they can to do sth well/ do sth as well as they can

feel welcome (phr): to feel wanted and that people are happy you are there

gentle (adj): kind, calm

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

Answer Key

- | | | |
|---------|----------|-----------------|
| 1 stare | 4 rare | 7 leaves, twigs |
| 2 staff | 5 estate | 8 leader |
| 3 treat | 6 guests | 9 do their best |

5 **Aim** To learn synonymous adjectives

Read the adjectives aloud and refer Ss back to the text. Elicit the synonymous adjectives from various Ss around the class.

Answer Key

- | | |
|-----------------------|---------------------|
| exceptional – strange | kind – gentle |
| typical – normal | lively – playful |
| uncommon – rare | fantastic – amazing |

Speaking & Writing

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

- Explain the task.
- Give Ss three minutes to write reasons why sb might want to go to Giraffe Manor then ask various Ss around the class to read their answers aloud.

Suggested Answer Key

At Giraffe Manor you can take photographs of rare animals and see wild African animals up close. You can learn about African wildlife and support the conservation project to save the Rothschild giraffe.

7 **Aim** To write an email to a pen friend

- Explain the task and allow Ss some time to complete it in class.
- Remind Ss to include the information listed in the rubric. Alternatively, assign the task as HW.
- Ask some Ss to read their emails aloud to the class.

Suggested Answer Key

Dear Tom,
 Hello from Kenya! I'm having a great holiday here. I'm staying at Giraffe Manor. It's a fantastic place. The hotel is on a 140-acre estate where they keep many wild animals. You can see rare Rothschild giraffes and exotic birds everywhere. The animals are very gentle. What I like most is feeding the animals in the morning. The giraffes put their heads through the windows and look for things to eat on our plates. It's really amazing! Well, that's all my news for now.
 I hope to hear from you soon,
 Rico

- Activity for weaker classes. Write the email in the Suggested Answer Key omitting the underlined sentences. Give the sentences in a list. Ss try to put the sentences in the right place in the email.

BACKGROUND INFORMATION

Kenya is a country in East Africa. It borders Ethiopia, Somalia, Tanzania, Uganda and Sudan. There are a lot of wildlife reserves there. Its capital city is Nairobi and the official languages are English and Swahili.

The Rothschild giraffe is the second most endangered giraffe species. It lives in western Kenya and eastern Uganda. They have long legs, a long neck and a leopard-like coat. They can be over 5 m tall and weigh about 1225 kg. They have a long tongue and feed on leaves. They usually eat about 14 kg of leaves per day. They live about 20-30 years.

3f An amazing school

Vocabulary

1 a) **Aim** To brainstorm vocabulary relating to school subjects/to personalise the topic

- Give Ss a minute to write down as many school subjects as they can.
- Write answers on the board.
- Ask various Ss what their favourite subjects are.

Answer Key

*Maths, Science, History, ICT, Biology, English, French, etc.
 My favourite subject is Science because it's very interesting.*

b) **Aim** To present vocabulary relating to school rules

- Play the recording.
- Ss listen and repeat the phrases. Correct pronunciation if necessary.

Reading & Listening

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

- Have Ss look at the pictures and answer the questions in the rubric.
- Elicit answers to the questions in the rubric.
- Give Ss enough time to read the text to check their answers.

Suggested Answer Key

I think it is a circus school. I think students study circus skills.

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

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

juggle (v): to keep objects, like balls, travelling in the air by throwing and catching them

trapeze (n): a bar that hangs from two ropes, used for doing circus tricks

exist (v): to be

circus skills (n): abilities for a type of show that includes different sorts of acts, like people or animals who do tricks and clowns who do funny things

acrobatics (n): different types of athletic tricks, like tumbling, flipping and other stunts

tightrope walking (n): walking across a rope that is very high up in the air

performance (n): a show for entertainment

course (n): a number of lessons dealing with a certain subject

performer (n): a person who plays a part in a performance

unique experience (phr): sth that you do or sth that happens that is unusual and special

- Explain the task to Ss and give them time to reread the text and complete the task.
- Check answers around the room.

Answer Key

1 E 2 C 3 A 4 B

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

- Play the recording.
- Ss listen and follow along.
- Give Ss time to write sentences and then check answers from various Ss.

Suggested Answer Key

In my school, we also have to work hard at Maths and Science and we also must switch off our mobile phones in class. We don't have to wear school uniforms or study circus skills though.

Grammar

4 **Aim** To present 'have to'

- On the board, write *have to* and say what you have to do later in the day (*I have to do my homework.*). Elicit the meaning of *have to* (expresses duty/ obligation to do sth).
- Write *I don't have to walk to school. (I can catch the bus.)*. Elicit from Ss the meaning of the sentence (*I can walk to school, but it's not necessary.*).
- Have Ss read through the theory box and then find examples from the text.
- Write answers on the board as Ss say them aloud.

Answer Key

have to work, have to be on time, don't have to switch off, have to do a circus skills course

5 a) **Aim** To practise 'have to/don't have to/has to/doesn't have to'

- Explain the task to Ss and give them time to complete it.
- Check Ss' answers around the room.

Answer Key

2 *have to* 4 *don't have to* 6 *has to*
3 *have to* 5 *doesn't have to*

b) **Aim** To practise 'has to/doesn't have to'

- Explain the task to Ss.
- As Ss speak in pairs, walk around the class to monitor the activity.

Answer Key

A: *Do you have to do the washing-up every day?*

B: *Yes, I do./No, I don't.*

A: *Do you have to walk to school?*

B: *Yes, I do./No, I don't.*

A: *Do you have to do your homework every evening?*

B: *Yes, I do./No, I don't.*

A: *Do you have to share a bedroom with your brother/sister?*

B: *Yes, I do./No, I don't.*

Suggested Answer Key

John has to do the washing-up every day. He doesn't have to walk to school. He has to do his homework every day. He doesn't have to share a bedroom with a brother/sister.

6 **Aim** To present 'should/ought to'

- Show Ss a picture of a teen cut out from a magazine. Explain that his name is Jack and he is always late for school. Ask Ss to think of advice to give him so he won't be late anymore.
- On the board write *You should go to sleep early.*
- Explain to students that we use *should/ought to* when we are giving advice.
- Elicit similar sentences from Ss and write them on the board (*You should set your clothes out the night before, You should wake up earlier, You should leave the house earlier, etc.*).
- Have Ss read through the theory box and then complete the task.
- Check answers around the class.

Answer Key

1 *should/ought always to listen*

2 *should*

3 *should/ought to*

4 *shouldn't*

3g Skills

7 Aim To present adjectives/adverbs

- Read through the theory box as Ss follow along.
- Write *I am a good tennis player*. Ask if this sentence is correct (yes, because *good* describes the noun *tennis player*).
- Have Ss find examples in Ex. 2 and check answers around the class.
- On the board, write *Jenny can play tennis good*.
- Ask Ss if the sentence is correct (*no, good should be well*).
- Explain to Ss that *well* is an adverb, which we use when we talk about how Jenny plays something.

Answer Key

normal, ordinary, extraordinary, amazing, unique, fast, hard

8 Aim To practice using adjectives and adverbs

- Explain the task and give Ss time to complete it.
- Check answers around the class.

Answer Key

1 *well* 3 *careful* 5 *softly*
2 *quickly* 4 *bad* 6 *badly*

9 Aim To practise forming adverbs from adjectives

- Explain the task and give Ss time to complete it.
- Check answers on the board and elicit why *late* doesn't change to *lately* (because *lately* means in recent times). Make sure they know that *late* is both an adjective and an adverb.

Answer Key

1 *happily* 3 *quietly* 5 *politely*
2 *well* 4 *late*

Speaking & Writing

10 Aim To write sentences using *have to/don't have to*

- Have Ss reread the theory box and then give them time to write sentences.
- Alternatively, assign the task as HW.
- Have various Ss read their sentences to the class.

Suggested Answer Key

At my school, we have to start lessons at 8:30. We have to wear a uniform, but we don't have to wear it on Fridays. We have to study hard and we have to respect our teachers. We don't have to do sport, but many students do.

Vocabulary & Grammar

1 a) Aim To listen for specific information

- Draw Ss' attention to the picture and explain the task.
- Play the recording. Ss listen and identify each person.
- Elicit the names of the people in the picture and their relationship to David.

Answer Key

1 *Tony – David's brother* 3 *Sally – David's sister*
2 *Helen – David's mother* 4 *John – David's father*

b) Aim To present vocabulary for family members and their gender pairs

- Allow Ss time to match the pairs. Play the recording. Ss listen and check their answers.
- Play the recording again. Ss listen and repeat chorally or individually. Check Ss' pronunciation and intonation.

Answer Key

<i>father (dad)</i>	→	<i>mother (mum)</i>
<i>son</i>	→	<i>daughter</i>
<i>husband</i>	→	<i>wife</i>
<i>brother</i>	→	<i>sister</i>
<i>uncle</i>	→	<i>aunt</i>
<i>grandson</i>	→	<i>granddaughter</i>
<i>cousin</i>	→	<i>cousin</i>
<i>grandfather (grandad)</i>	→	<i>grandmother (grandma)</i>
<i>nephew</i>	→	<i>niece</i>

2 a) Aim To practise vocabulary for family members

- Direct Ss' attention to the family tree and explain the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

1 <i>husband</i>	6 <i>cousin</i>
2 <i>daughter</i>	7 <i>uncle</i>
3 <i>aunt</i>	8 <i>wife</i>
4 <i>grandfather (grandad)</i>	9 <i>granddaughter</i>
5 <i>father (dad)</i>	10 <i>grandmother (grandma)</i>

b) Aim To practise new vocabulary

Explain/Elicit the meanings of any unknown words then explain the task and allow Ss time to complete it. Check Ss' answers.

Module 3

Answer Key

- 1 single 3 divorced 5 twins
2 married 4 only

3 **Aim** To present and practise 'who's/whose'

- Ss close their books. Present *who's/whose*. Point to a S and say: *Who's [Carol]? (She's [Amanda's] sister/best friend, etc.)* Write it on the board. Then point to a S's pencil and say: *Whose pencil is this? (It's [Diane's].)* Write it on the board. Point to some chairs in the room and say: *Whose chairs are these? (They are the students' chairs.)* Write it on the board. Say then write: *Who's the class teacher? (I'm the class teacher.)* Point out that *Who's* is the short form of *Who is*.
- Ss open their books. Ask them to read the theory box and match the examples on the board with the examples in the theory. Elicit answers around the classroom.
- Ask two Ss to read out the example exchange about Lisa's family. Ss then ask and answer in pairs about Lisa's family.
- Monitor the activity around the class and help if necessary.

Suggested Answer Key

...

- A: *He's Peter's father. Whose granddaughter is Karla?*
B: *She's Stella and John's granddaughter. Who's Mark?*
A: *He's Lisa and Karla's father. ... etc.*

Listening & Speaking

4 **Aim** To listen for specific information

- Explain the task. Ask Ss to read sentences 1-6 and underline the key words (*i.e.* 1. *cousin*, 2. *only child*, 3. *big family*, 4. *mum*, 5. *divorced*, 6. *lives, grandparents*). Point out that these will help them do the task.
- Play the recording. Ss listen and decide if each statement is true or false.
- Check Ss' answers.

Answer Key

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

5 a) **Aim** To identify a person from their description

- Draw Ss' attention to the picture. Ask Ss how they would describe each of the people in the photograph.
- Play the recording. Ss listen to the recording and follow the dialogue in their books.
- Elicit the answer.

Suggested Answer Key

Mary is the girl in the blue top.

b) **Aim** To practise *who's* and describe appearance

Ask Ss to bring in family photographs. Explain the task. Ss work in pairs to act out dialogues similar to the one in Ex. 5a using the pictures of their families. Monitor the activity around the class.

Suggested Answer Key

- A: *That's a nice photograph, Tanja. Who's that man?*
B: *Which one?*
A: *The one with the beard.*
B: *Oh, that's my uncle, Milos.*
A: *And who's the other man in a baseball hat?*
B: *That's my dad. His name is Gerik.*

3h Writing

Reading

1 a) **Aim** To analyse a rubric

- Direct Ss' attention to the rubric in the box. Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

Answer Key

- 1 *an email* 2 *my cousin, Stella* 3 *my news*

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

- Allow Ss time to read the text and name the people in the photograph.
- Check Ss' answers.

Answer Key

- *The girl in the photograph is Alisa.*
- *The boy in the photograph is Andrei.*

2 **Aim** To identify paragraphs in an email

- Explain the task. Ask Ss to skim the text to find the information they need to complete the exercise.
- Check Ss' answers. Elicit evidence from the text.

Answer Key

- A 3 (*Write again soon.*)
B 1 (*I'm glad you're OK!*)
C 2 (*Mum has a new job. etc.*)

3 a) **Aim** To introduce linking words

- Read the theory box aloud.
- Elicit examples from the text and write them on the board.

3i Curricular: Science

Answer Key

Sam and I go swimming.

Sam finds it tiring, **but** I'm really keen on it.

I can have guitar lessons on Mondays or piano lessons on Fridays, **but** I can't decide.

b) **Aim** To practise linking words

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

Answer Key

1 but 2 or 3 and 4 but 5 and

Writing

4 **Aim** To prepare for the writing task

- Explain the task. Allow Ss some time to answer the questions about themselves.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 There are four people in my family.
- 2 My dad's name is Gerald. My mum is Mary. My sister's name is Katie.
- 3 Dad is a pilot. Mum works at the library. My sister is a student at university and plays tennis.
- 4 I like skateboarding and basketball. I'm also in my school drama club.

5 **Aim** To write an email giving news

- Explain the task. Remind Ss that they should use their answers from Ex. 4 and Julia's email as a model.
- Allow Ss some time to write their emails using the plan provided. Alternatively, assign as HW.
- Ask various Ss to read out their emails to the class.

Suggested Answer Key

Dear Andrew,

Hi! I'm glad you are OK. I'm great.

My mum really likes her new job at the library. My dad is very busy and travels often because he is a pilot. Katie likes university a lot and plays tennis every week. After school, I usually go skateboarding with my friends. At the weekends, I play basketball with Dad and my cousins at the park. I'm also in the school drama club and I really like it.

I have to go now. Write soon.

Anton

Vocabulary

1 a) **Aim** To present types of reptiles

- Direct Ss' attention to the pictures. Explain the task. Allow Ss time to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | | |
|-------------|---|-----------------|---|
| 1 alligator | E | 4 iguana | A |
| 2 snake | D | 5 turtle | F |
| 3 lizard | B | 6 Komodo dragon | C |

b) **Aim** To introduce the topic

- Ask Ss to look at the pictures again.
- Elicit what Ss know about the animals and stimulate a class discussion, then elicit various Ss' feelings towards the reptiles.

Suggested Answer Key

S1: **The alligator** is the official state reptile of Florida.

S2: Many people believe that **snakes** can't hear, but they can.

S3: There are many different types of **lizards**. The chameleon can change its skin colour.

S4: The **iguana** is a type of lizard that is found in Central and South America.

S5: All **turtles** have shells but they don't have teeth.

S6: **Komodo Dragons** can run up to 18 km/h in short bursts.

- I like these animals because they are very interesting./ I don't like reptiles. I think they are dangerous and scary.

Reading

2 **Aim** To extend the topic/to do a quiz on reptiles

Direct Ss' attention to the quiz and explain the task. Explain any unknown words. Allow Ss time to complete the task. Check Ss' answers around the class.

Answer Key

1 B 2 C 3 C 4 C 5 B 6 A

Explain/Elicit Ss to find the meanings of the words in the **Check these words** box.

Suggested Answer Key

reptile (n): a group of animals that have cold blood and scales and lay eggs

poisonous (adj): very harmful if it gets in your body

exist (v): to be

Module 3

tortoise (n): a land reptile with a hard shell

cold (adj): having a low temperature

dry (adj): having no water in it

hot (adj): having a high temperature

backbone (n): the large column of bones in the middle of your back

warm blood (phr): red liquid that flows in the body that is not cold or very hot

meat (n): the flesh from an animal that we eat

vegetables (n): plants and roots that we eat

Listening

3 **Aim** To listen for specific information

Explain the task. Play the recording. Ss listen and check their answers to the quiz.

Answer Key

1 B 2 C 3 C 4 C 5 B 6 A

Speaking

4 **Aim** To check comprehension of a text

Explain the task. Play the recording again, if necessary. Elicit various answers from Ss around the class.

Suggested Answer Key

- I learnt that most reptiles live in hot places.
- I learnt that most reptiles eat meat.
- I learnt that reptiles have a backbone.

Writing

5 **Aim** To research information about an animal category and write a quiz

- Ask Ss to work in pairs. Ss pick one of the animal categories and look up information on the Internet using the category as the key word. They can also use encyclopaedias or other reference books.
- Ss write a quiz about their chosen category using the quiz in Ex. 2 as a model.
- Ss swap their quizzes with another pair and do it, then report back to the class.

Suggested Answer Key

Quiz on Birds

- What is the name of the place where most birds lay their eggs?
A dorm B nest C house
- Which is the largest bird in the world?
A ostrich B flamingo C penguin
- Which bird is famous for stealing bright shiny things?
A magpie B crow C sparrow
- Which is not a flightless bird?
A kiwi B puffin C penguin
- Which bird is the national bird of the USA?
A hen B robin C bald eagle

Answer Key

1 B 2 A 3 A 4 B 5 C

As an extension, photocopy the quiz above and give it to the class to do.

Language Review 3

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

2 1 mammals 2 family 3 land 4 live 5 endangered 6 environments 7 have

3 1 half past ten/ten thirty
2 (a) quarter past nine/nine fifteen
3 (a) quarter to nine/eight forty-five
4 half past eight/eight thirty
5 twelve o'clock
6 ten past three/three ten

4 1 aunt 2 uncle 3 grandparents 4 grandmother/grandma 5 brother

5 1 to 2 on 3 to 4 at 5 on 6 of, in 7 in

6 1 work 2 daily 3 poisonous 4 brush 5 office 6 take 7 feel 8 conservation 9 do 10 hours

GAME

Aim To consolidate vocabulary from the module

- Divide the class into teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect then the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

You can see many **exotic birds** on safari.
Her **aunt** works as a nurse in a hospital.
Mike's **uncle** is 48 years old.
My mum's mother is my **grandmother**.
Bill **studies hard** at university.

Skills **3**

Ken is a **typical teenager** who likes playing computer games.
Keep still while I cut your hair.
 Brian **works shifts** in a factory.
 Jane has to **work late** tonight to finish a report.
 Kim **goes shopping** for clothes most weekends.
 Her family **has dinner** at 7 o'clock every evening.
 Pat **goes to bed** at around 10:30 most nights.
 Laura enjoys reading books in her **free time**.
 What time do you usually **have lunch**? 1:30.
 We should **take part** in fundraising activities.
 Helen met Jane for a coffee and to **catch up with her news**.
 Henry sometimes **gets up** late at the weekends.
 Debra's sister has a baby girl. Her **niece** is just one year old.
Office work often involves typing on a computer.

Quiz

- | | |
|--------------------------------|------------------------|
| 1 T | 5 F (It is in Africa.) |
| 2 T | 6 T |
| 3 T | 7 T |
| 4 F (They do have a backbone.) | |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 3 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- | | |
|---|-------|
| 1 Reptiles live in cold places. | |
| 2 Giraffe Manor is also a conservation project. | |
| 3 Cheetahs are an endangered species. | |
| 4 Most reptiles eat plants and vegetables. | |
| 5 Reptiles are warm-blooded animals. | |
| 6 US College students have to live in dorms. | |
| 7 Wildlife photographers work indoors. | |

Answer Key

- 1 F (They live in hot places.)
- 2 T
- 3 T
- 4 F (Most reptiles eat meat.)
- 5 F (They are cold-blooded.)
- 6 F (They can live in flats or at home.)
- 7 F (They work outdoors.)

Listening

1 **Aim** To personalise the topic

- Give Ss a few minutes to answer the questions with a partner.
- Walk around the class and monitor language.

Suggested Answer Key

- 1 The people in my family are very tall and have dark hair and green eyes.
- 2 My mum is 42, my dad is 45 and my brother is seven.
- 3 My mum is a lawyer and my dad is an engineer.

2 a) **Aim** To learn how to read a rubric carefully

- Explain that understanding the rubric is essential to completing the task correctly.
- Have Ss read the rubric carefully and complete the task.
- Check answers around the class.

Answer Key

- 1 dialogue
- 2 his family
- 3 his aunt Anna, his sister Katie, his brother Sam, his father Lucas
- 4 actress, biologist, actor

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

- Before playing the recording, read through the first **Study skills** box. Explain that it is important to read through the questions before reading or listening so that you know what to read/listen for.
- Play the recording. Ss listen and mark answers.
- Check answers on the board.

Answer Key

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

Reading

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

- Have Ss read the title of the text and the first sentence in each paragraph. Ss then answer the questions in the rubric.
- Allow Ss time to read through the text to check their answers.

Suggested Answer Key

I expect to read about a vet and his daily routine.

- b) **Aim** To read for gist/specific information
- Read through the second *Study skills* box as Ss follow.
 - Give Ss time to scan the text and read through the questions and possible answers.
 - Next, have Ss find the part of the text where each question should be answered.
 - When Ss have completed the task, check their answers around the class.

Answer Key

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

- c) **Aim** To read for specific information

- Give Ss enough time to complete the task.
- Have Ss check their answers with a partner.

Answer Key

- 1 every day is different
- 2 Tuesdays, Thursdays, Saturdays or Sundays
- 3 at 7 am
- 4 12 – 2 pm
- 5 three students from a local school

Speaking

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

- Play the recording. Ss listen, follow and fill in the sentences.
- Check Ss' answers on the board.

Answer Key

- | | | |
|-------------|---------------|---------|
| 1 breakfast | 3 dining room | 5 table |
| 2 children | 4 clothes | |

- 5 **Aim** To describe a photo

- Read out the *Study skills* box.
- Ss make notes under the headings.
- Ask various Ss to describe the photo to the class.

Answer Key

People: a group of students: three girls, three boys and a teacher

Clothes: casual clothes

Time of day: the morning or afternoon

Place: school or college classroom

Weather: –

Other things/objects: books, desks, chairs

People's feelings: curious and interested.

Suggested Answer Key

The photograph shows a group of students and a teacher. There are three girls and a boy in front and some other students behind. They are in casual clothes. They are at school or college in a classroom. They are at their desks and have got some books open in front of them. They look curious and interested.

Writing

- 6 a) **Aim** To prepare to write a letter

- Have Ss read through the rubric and then complete the task.
- Ask a few Ss to read the words they wrote down under each heading.

Answer Key

Morning activities: get up at 7 am, have a shower, eat breakfast, catch the bus, go to school, have lessons

Afternoon activities: have lunch, have more lessons, go home, do homework, have dinner

Evening activities: hang out with friends, watch TV, listen to music, go to bed

- b) **Aim** To write an informal letter about your weekday routine

- Read through the rubric and give Ss time to write their letters. Remind Ss that this is an informal letter, which means they can use short forms and everyday expressions and vocabulary.
- Alternatively, you may assign it as HW.
- Have Ss exchange letters with a partner and proofread, making sure to check that the plan was followed.

Suggested Answer Key

Dear Kim,

Hi! Hope you're OK.

So here's my daily routine. In the morning, I get up at 7 am, have a shower, eat breakfast and then catch the bus and go to school and have lessons. In the afternoon, I have lunch, then I have more lessons. After school, I go home and then I do my homework. Then, I have dinner. In the evening, I hang out with my friends, watch TV, or listen to music. After that, I go to bed.

What about you? What's your typical weekday routine?

Write back soon.

Galina

Russia 3

Reading & Listening

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

- Have Ss look at the picture.
- Elicit responses and a description.

Answer Key

Misha is a bear.

b) **Aim** To test background knowledge

- Have Ss explain what they think of and know about bears.
- Play the recording for Ss to listen and read and check.

Answer Key

Brown bears live in the mountains and forests of Russia. They are common in fairytales and dear to the people.

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

- Ask Ss to read the text again and answer the questions.
- Check Ss' answers around the class.
- Elicit/Explain the meanings of the words in the **Check these words** box.

Suggested Answer Key

common (adj): ordinary
special place (phr): important position
in the hearts of (phr): in the affections, i.e. is well liked
mountains (n): very large hills of rock
forests (n): large areas of trees
fur (n): thick hair of animals
paws (n): animals feet
claws (n): the nails on an animal's feet
grow (v): to develop
berries (n): the fruit of certain plants
nuts (n): the dry fruit of certain plants in a shell
roots (n): the parts of a plant that grow underground
grasses (n): green thin leaved plants that grow on the Earth's surface
insects (n): very small animals with six legs and/or wings
fish (n): an animal that lives in water and has no legs
fairytales (n): a traditional story for children with imaginary creatures
cartoons (n): short animated films for children
national symbol (phr): an emblem that represents a country

Answer Key

- 1 They live in the forests of Russia.
- 2 They are large with small round ears.
- 3 They eat berries, nuts, roots, grasses, insects and fish.

3 **Aim** To complete a description

- Have Ss read through the text again for information to label the picture.
- Elicit answers from the class.

Answer Key

- | | | |
|--------|---------|---------|
| 1 head | 3 mouth | 5 paws |
| 2 ears | 4 fur | 6 claws |

Speaking

4 **Aim** To practise speaking

- Have Ss complete the table.
- Present your answers to the class.

Answer Key

Name:	Brown bear
Lives in:	Russian forests
Looks like:	large with round head, small ears, long mouth, thick fur, long claws
Eat:	fish, nuts, roots, grasses, insects, berries

Writing

5 **Aim** To personalise a topic

- Give Ss time to research two other animals.
- Have Ss present their findings to the class.

Answer Key

In Russia we have the Russian wolf. They are grey in colour. There are about 30,000 wolves living in Russia today. They have long ears, narrow heads, long noses and sharp teeth. They live and hunt in packs and eat meat.

In Russia we also have reindeer. They live in the tundra where it is cold. They vary in colour and size, but all of them have antlers. Their favourite food is reindeer moss. Reindeers have great vision and can see ultraviolet light. Sometimes, they will also eat bird's eggs.

Come rain or shine

Topic

In this module, Ss will explore the topics of seasons, weather and climate, holiday activities, clothes, snacks, markets, food and drinks, festivals and celebrations.

Modular page

61

Lesson objectives: To give an overview of the module, to talk about weather and seasons.

Vocabulary: Weather (*freezing cold, snowy, boiling hot, sunny, windy, cold, rainy, chilly, foggy, warm, cloudy*); Seasons (*winter, spring, summer, autumn*)

4a On the go

62-63

Lesson objectives: To learn the present continuous (affirmative), to pronounce the *-ing* ending, to read for specific information, to write a postcard from a place in your country

Vocabulary: Holiday activities (*sightseeing on a tour bus, shopping for souvenirs, swimming, sunbathing, eating local dishes, hiking*); Nouns (*guide, route, coach, mountain, volcano, tour, sights, fort, flea market, crafts, snack*); Adjective (*snow-capped*); Phrases (*can't wait, it's a pity*)

4b Shopping time

64-65

Lesson objectives: To read for specific information, to learn the present continuous (negative/questions), to compare the present simple and the present continuous

Vocabulary: Clothes (*flat shoes, high heels, leggings, socks, sandals, boots, trainers, trousers, skirt, top, coat, dress, gloves, hat, sunglasses, scarves, cap, bag, sweatshirt, shirt, tie, T-shirt, shorts*); Verbs (*guess, match*); Nouns (*present, success, top*); Adjectives (*expensive, gorgeous, half-price*); Adverb (*together*); Phrasal verb (*look for*)

4c Culture Corner

66

Lesson objectives: To read for specific information, to summarise a text, to write about a shopping place in your city

Vocabulary: Verbs (*appear, serve*); Nouns (*skyscraper, shopping mall, accessories, electronics, toys, travel, food court, snack, dinosaur museum, roller coaster, aquarium, sea creatures, shark*); Adjectives (*biggest, indoor*); Phrase (*get tired of, variety of dishes*)

4d Everyday English

67

Lesson objectives: Buying drinks and snacks, to pronounce /aɪ/, /eɪ/

Vocabulary: Drinks and snacks (*slice of pizza, chips, hot dog, soft drinks, cola, lemonade, ice cream cornet, coffee*); Phrases (*What can I get you? I'd like a hot dog, please. Anything else? Can I have a cola, please? That's £5.15, please. Here you are. Here's your change.*)

4e Marvellous markets

68-69

Lesson objectives: To read for specific information, to learn *Can - Must* (necessity/prohibition/possibility), to listen for specific information

Vocabulary: Market products (*jewellery, antiques, clothes, animals, flowers, fruit & vegetables, meat & fish, pottery*); Verb (*follow*); Nouns (*stables, stalls, food courts, barges, map, delicacy, fried insects, pineapple juice*); Adjectives (*second-hand, delicious*); Phrases (*at bargain prices, get lost*)

4f Food & drinks

70-71

Lesson objectives: To read for specific information, to learn countable/uncountable nouns/quantifiers, to learn *Be going to*

Vocabulary: Dairy products (*yoghurt, cheese, butter, milk*); Meat & fish (*chicken, salmon, beef*); Fruit (*watermelon, grapes, apples, oranges, tomatoes, cherries*); Vegetables (*cauliflower, onions, peppers, beans, aubergine, cabbage, carrots, lettuce*); Drinks (*tea, coffee, orange juice, water*); Other (*eggs, bread, sugar, rice, cereal, pasta*); Verb (*include*); Nouns (*good manners, toast, breakfast spread, scrambled eggs*); Adjectives (*traditional, steamed, important, fried, sliced, available*)

4g Skills

72

Lesson objectives: To describe a scene, to listen for specific information, making suggestions and replying

Vocabulary: Festivals and celebrations (*play music in the streets, dance in the streets, watch a parade, watch a fireworks display, crown the queen, paint their faces*)

4h Writing 73

Lesson objectives: To read for gist, to read for specific information, to learn opening and closing remarks for postcards, to learn object pronouns, to learn informal style, to write a postcard about a festival

4i Curricular: Geography 74

Lesson objectives: To read for gist, to read for specific information, to write about different types of climate
Vocabulary: Verbs (*characterise, exist, last, reach, shine, drop, survive, hold (in)*); Adjectives (*dark, dry*); Phrases (*low temperature, midnight sun, below freezing*)

Language Review 4 75

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to write a quiz

Skills 4 76-77

Russia 4 78

Lesson objectives: To read for specific information, to describe a process, to write a recipe
Vocabulary: Verbs (*depend on, contain, boil, remove, peel, chop, flake, simmer*); Nouns (*season, vegetables, sour cream, pot, broth*); Adjectives (*delicious, tender*); Phrase (*national dish*)

►► **What's in this module?**

Read the title of the module *Come rain or shine* and ask Ss to suggest what they think it means. (*If we say that someone does something 'come rain or shine' we mean that they do it regularly no matter what the weather is like.*) Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary

1 **Aim** To present the weather & the seasons

- Refer Ss to the pictures and then read through the sentences (1-5). Explain/Elicit the meanings of any unknown words.
- Allow Ss time to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

1 B 2 D 3 E 4 A 5 C

OVER TO YOU!

Aim To personalise the topic

- Elicit what the weather is like in Ss' city in the different seasons and discuss.
- Ask various Ss to complete the sentences about their favourite season giving reasons.

Suggested Answer Key

In winter, it's freezing cold and snowy. In spring, it's warm, but it's rainy. In summer, it's boiling hot and sunny. In autumn, it's windy and cold.

My favourite season is summer because it's hot and I go to the beach with my friends.

4a On the go

Vocabulary

1 **Aim** To present holiday activities

- Refer Ss to the pictures (A-F) and elicit what they see in each picture.
- Read through the sentences (1-6).
- Allow Ss time to complete the task.
- Play the recording. Ss listen and check their answers.
- Ask Ss to repeat the sentences chorally and/or individually.

Answer Key

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

Grammar

2 **Aim** To present the present continuous affirmative

- Ss close their books. Take a book in your hand and pretend to be reading it. Say: *I am reading now*. Then write it on the board. Underline *I am reading*. Explain that this is the present continuous tense. Explain that we form the present continuous by putting 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. Read the grammar table aloud and ask Ss to complete the rule.
- Elicit when we use the present continuous. Draw Ss' attention to the spelling rules and elicit examples from Ex. 1.

Answer Key

Rule: + to be

Examples from Ex. 1

1st rule: (+ ing) sightsee – sightseeing

eat – eating

2nd rule: (e + ing) sunbathe – sunbathing

hike – hiking

3rd rule: (vowel + consonant): shop – shopping

swim – swimming

Pronunciation

3 a) **Aim** To practise -ing ending

- Remind Ss to pay attention to the spelling rules in the grammar table in Ex. 2.
- Ss complete the -ing form of the verbs in the list.
- Ask various Ss to write the -ing forms on the board and check.

Answer Key

1 playing	5 doing	9 running
2 wearing	6 sending	10 reading
3 swimming	7 stopping	11 having
4 making	8 writing	12 sitting

b) **Aim** To pronounce -ing ending

- Play the recording. Ss listen and then repeat chorally and individually.
- Check and correct pronunciation if necessary.

Listening

4 **Aim** To identify sounds and practise the present continuous

- Go through the items and elicit/explain any unknown vocabulary. Play the recording. Ss listen and complete the task.
- Ask various Ss to read their sentences in class and check.

Answer Key

2 sleep 3 play the guitar 4 ride a bike

Galina is sleeping.

Anton & Viktor are playing the guitar.

Boris is riding a bike.

Reading

5 a) **Aim** To introduce the topic/to predict context of a text

- Refer Ss to the postcards and ask them to read the first sentences of each one.
- Elicit answers to the questions in the rubric.
- Play the recording. Ss listen and read the texts to check their answers.

Suggested Answer Key

Peter is in Mexico. He's on holiday.

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

- Ss read the postcards again and complete the task.
- Elicit Ss' answers in class and check.

Answer Key

1 DS 2 F 3 T 4 T 5 F

- Refer Ss to the **Check these words** box and elicit/explain the meanings of any unknown words.

Suggested Answer Key

guide (n): a person who shows tourists around a place

route (n): the way from one place to another

coach (n): a large comfortable bus

snow-capped (adj): covered with snow on the top

mountain (n): a very high hill of rock

volcano (n): a mountain from which ash or melted rock comes out

can't wait (phr): (be) looking forward (to doing sth)

tour (n): a short trip around a place

sights (n): places of interest

fort (n): a strong building for soldiers

it's a pity (phr): it's a shame

flea market (n): an outdoor market that sells used goods

crafts (pl n): handmade goods

snack (n): a light meal

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

- Ask Ss to read the texts again to find the verbs in the present progressive and write them in the present simple.
- Elicit answers in class and check for correct spelling.

Answer Key

we're leaving/we leave

we're staying/we stay

we're going/we go

Andy isn't coming/Andy doesn't come

we're having/we have

we're shopping/we shop

it's raining/it rains

we are having/we have

we are waiting/we wait

Speaking & Writing

7 **Aim** To practise new vocabulary/to consolidate information in a text

- Allow Ss time to complete the task individually.
- Ask various Ss to read their sentences to the class and check.

Suggested Answer Key

There are snow-capped mountains and volcanoes on the way to Puebla.

You can visit lots of sights in Puebla.

There are forts in Puebla.

There are beautiful houses to photograph in Puebla's city centre.

You can see animals and plants in the Parque Ecológico.

There is a flea market in Los Sapos.

You can buy crafts in Los Sapos.

BACKGROUND INFORMATION

Mexico City is the capital city of Mexico. It has a population of over 8 million people. Mexico City is located in south-central Mexico.

Puebla is the capital city of the state of Puebla in Mexico. It is located about 130 km southeast of Mexico City. Puebla's population is about 1.2 million. Because it still has many traditional colonial-style homes and beautiful churches, it is a UNESCO World Heritage Site.

Los Sapos is a neighbourhood in Puebla, Mexico. It is famous for being the location of a flea market, where you can buy antiques and handicrafts. There are also many shops and restaurants.

Parque Ecológico is a park in Puebla, Mexico. This park houses a bird aviary, which is a large steel dome structure. The aviary is one of the best in the Americas, housing over 50 species of birds in recreated environments.

8 **Aim** To write a postcard about visiting a place in your country

- Read through the prompts in the rubric and check Ss understand the writing task.
- Encourage Ss to use vocabulary from the unit and follow the format of the postcards in Ex. 5a.
- Allow Ss some time to complete the task. Alternatively, assign the task as HW.
- Ask Ss to read their postcards in class and check.

Suggested Answer Key

Dear Norman,

Greetings from Rome! It's a beautiful sunny day. Rome is a beautiful city with lots of fantastic sights. I'm with Diane. Right now we're walking around the city centre and shopping for souvenirs. It's a pity you aren't here.

See you soon,

Viktor

4b Shopping time

Vocabulary

1 **Aim** To present vocabulary for clothes

- Play the recording. Ss listen and repeat.
- In closed pairs, Ss answer the questions in the rubric.
- Elicit answers around the class and discuss.

Suggested Answer Key

I usually wear my school uniform at school.

I usually wear jeans and a T-shirt at a party.

I usually wear shorts, a T-shirt and sunglasses on a hot and sunny day.

I usually wear trousers, a sweatshirt, a coat and my boots when it's raining and it's cold.

Reading

2 **Aim** To predict the topic of a text and listen and read for confirmation

- Read the rubric aloud and elicit answers to the questions from various Ss.
- Play the recording. Ss listen and read the text and check their answers.

Answer Key

Sandy is shopping for a present for her friend Angela. She buys a top.

- Refer Ss to **Check these words** box and elicit/explain the meanings of any unknown words.

Suggested Answer Key

look for (phr v): to seek, to search

present (n): gift

success (n): the achievement of a good result

together (adv): with sb else

expensive (adj): costing a lot of money

guess (v): to suppose, to believe

top (n): a piece of clothing for the top half of the body

gorgeous (adj): beautiful

half-price (adj): costing 50% less than usual

match (v): to go well with sth else

3 **Aim** To read for specific information

- Ask Ss to read the dialogue again and complete the task.
- Elicit Ss' answers around the class and check.

Answer Key

1 a present for Angela

2 help Sandy find a present

3 it's expensive

4 scarves

5 a green top ... it matches the colour of Angela's eyes

Grammar

4 **Aim** To present the present continuous (negative and interrogative)

- Ss close their books. Say and then write on the board: *I am not sleeping right now.* Underline: *I am not sleeping.* Explain that this is the negative form of the present continuous. Give examples in all persons.
- Then say and write: *Am I sleeping now?* Underline: *Am I sleeping?* Explain that this is the question form. Tell Ss that we answer in the short form with *Yes, I am/No, I'm not.*
- Ss open their books. Read the grammar table aloud.
- Elicit how we form the negative/interrogative in the present continuous tense.
- Ask Ss to find examples in the dialogue in Ex. 3 and check.

Answer Key

Negative: noun/pronoun + to be + not + verb -ing form.

Questions: to be + noun/pronoun + verb -ing form.

Examples from Ex. 2:

Negative: *I'm not having*

Questions: *What are you doing here? Are you shopping ...?*

5 **Aim** To practise negative and interrogative forms in the present continuous

- Refer Ss to the pictures and read the example.
- Allow Ss time to complete the task.
- Elicit answers in class and check.

Answer Key

2 *Are Sally and Helen listening to music?*

No! They aren't listening to music. They're doing their homework.

3 *Is Peter trying on a sweatshirt?*

No! He isn't trying on a sweatshirt. He is trying on shoes.

4 *Is Anna swimming?*

No! She isn't swimming. She is surfing.

5 *Are the girls looking for a present?*

No! They aren't looking for a present. They are having lunch.

6 **Aim** To practise the present continuous

- Explain the task and give Ss time to complete it.
- Read the text and elicit the answers for the gaps.

Answer Key

1 *are sitting* 4 *(are) drinking* 7 *is wearing*

2 *(are) having* 5 *isn't raining* 8 *are having*

3 *are eating* 6 *are wearing*

7 a) **Aim** To compare the present simple and the present continuous

- Ss close their books. Say and write on the board: *I watch TV in the evenings. 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 (*the first one/present simple*) and which one describes an action happening now (*the second one/present continuous*)
- Ss open their books. Read the grammar table and check that Ss understand when we use the present continuous tense and when we use the present simple.

b) **Aim** To practise the present simple and the present continuous

- Give Ss time to complete the task.
- Ask Ss to read out the exchanges in class and check.

Answer Key

- | | |
|---|--|
| 1 A: are going,
Do you want
B: am helping | 3 A: do you wear
B: wear, am wearing |
| 2 A: are you taking
B: is raining | 4 A: are they talking
B: don't know, think,
are trying |

Speaking & Writing

8 **Aim** To practise the present continuous

- Read the rubric and check that Ss understand the task.
- Assign the task as HW.
- Ask Ss to show their pictures to the class and to read their sentences describing the pictures.
- Check Ss' sentences.

Suggested Answer Key

This is my family. They are having a picnic at a park. They are sitting down and enjoying the warm weather. Dad is wearing a pink shirt and white shorts. My brother Jack is wearing a white T-shirt. My sister Sara is wearing a pink skirt and top. They are having a great time.



4c Culture Corner

Reading & Listening

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

Elicit various answers to the questions in the rubric and discuss Ss' shopping habits.

Suggested Answer Key

I usually shop at one of the malls in my city at least once a month. There are three malls in my city. You can buy clothes, electronics, books, CDs, shoes, etc.

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

- Read through the phrases and elicit/explain their meaning.
- Elicit the answer to the questions in the rubric.

- Play the recording. Ss listen and read the text to check.

Answer Key

At the Mall of America you can shop for clothes, book tickets, have lunch, watch a film, visit a museum, see sharks and go on a roller coaster.

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

- Ss read the text again and complete the chart.
- Copy the chart on the board and elicit answers from various Ss to complete it.
- Check Ss' answers.

Answer Key

Name: Mall of America

Location: Minnesota

Shops: over 520 shops with accessories, books, electronics, toys and travel agents

Things to do: shop, eat, watch a film, visit a dinosaur museum, have fun at the indoor amusement park, play golf, visit an aquarium

3 **Aim** To practise new vocabulary

- Refer Ss to the **Check these words** box and elicit/explain the meanings of any unknown words.
- Ss do the task. Elicit answers in class and check.

Suggested Answer Key

skyscraper (n): a very tall building

appear (v): to begin to exist

shopping mall (n): a big enclosed shopping area

biggest (big – bigger – biggest) (adj): largest

accessories (pl n): extra items of clothing, e.g. belts, scarves, hats

electronics (pl n): electronic devices and pieces of electronic equipment

toys (n): objects that children play with, e.g. dolls, cars, teddies

travel agent (n): sb who works in an office where people can go and make their holiday arrangements

get tired of (phr): become bored with

food court (n): an enclosed area with lots of fast food outlets

serve (v): to offer, to provide

variety of dishes (phr): a wide selection of different types of food

snack (n): a light meal

dinosaur museum (n): a place that displays the bones of prehistoric creatures to the public

indoor (adj): happening inside a building

roller coaster (n): a small railway at an amusement park that goes up and down that people can ride on in carriages for fun

aquarium (n): a place with exotic fish on display to the public

sea creature (n): an animal that lives in the sea

shark (n): a very large fish with sharp teeth

Module 4

Answer Key

- 1 aquarium 3 roller coasters 5 tired of
2 food court 4 indoor

Speaking

- 4 a) **Aim** To role play information from a text
- Read the beginning of the dialogue.
 - In closed pairs, Ss take turns role playing a telephone call about being at the mall in the text.
 - Encourage Ss to use the vocabulary from the text.
 - Monitor the activity and assist if necessary.
 - Invite a few pairs to act out their conversations in class.

Suggested Answer Key

A: Hi Bob. It's Mark.

B: Hi, Mark. Where are you?

A: I'm calling from the Mall of America in Minnesota.

B: Really? What's it like?

A: It's great. There are over 520 stores. They have everything from accessories and books to electronics and toys.

B: Wow! What are you shopping for?

A: Books and clothes. Right now, I am going to visit the aquarium and see the sharks.

B: Really. What else is there?

A: There is a huge indoor amusement park with roller coasters, a dinosaur museum and a 14- screen cinema.

B: That's amazing! What about food?

A: There are two big food courts with 20 fast food restaurants.

B: Sounds like you are having a good time.

A: I am. Talk to you later.

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

- Ask Ss to think of reasons why or why not they would like to visit the mall in the text.
- Ask Ss to tell the class.

Suggested Answer Key

I would like to visit the Mall of America. I often go shopping and I like to see new things. At this mall I can watch a film, ride a roller coaster and even see sharks. I can shop at over 520 different stores and eat delicious snacks at the food court. I can't wait! I wouldn't like to visit this mall. I think you can get lost easily and with so many stores I think you would have trouble finding the store you want. People in my city often shop at the Golden Mall. They like to go shopping there because they can find everything in one location. The mall also has a cinema and a food court.

Writing

- 5 **Aim** To write about a shopping place in your city

- Give Ss time to write a few sentences about a shopping place in their city.
- Encourage them to use the vocabulary from the unit.

Suggested Answer Key

People in my city often shop at the Golden Mall. They like to go shopping there because they can find everything in one location. The mall also has a cinema and a food court.

4d Everyday English

Speaking

- 1 **Aim** To introduce the topic

- Refer Ss to the pictures.
- Elicit answers to the questions in the rubric from various Ss and discuss.

Suggested Answer Key

I usually eat out once a week. I often eat salads and pizza and drink lemonade. I buy pizza, chips and cola.

Listening & Reading

- 2 a) **Aim** To introduce situational language for buying drinks and snacks

Play the recording. Ss listen, then repeat chorally and individually

- b) **Aim** To identify the speakers in a situational dialogue about buying drinks and snacks

- Elicit who the speaker of each phrase is and discuss the meaning of each phrase.
- Play the recording. Ss listen and read the dialogue to check their answers.

Answer Key

Customer: I'd like a hot dog, please.
Can I have a cola, please?
Here you are.

Cashier: What can I get you?
Anything else?
That's £5.15, please.
Here's your change.

- 3 **Aim** To learn synonymous phrases

- Allow Ss two minutes to do the task.
- Elicit synonymous phrases in the dialogue from various Ss and check.

Answer Key

What would you like? = What can I get you?
Of course. = Sure.
They cost £5.15. = That's £5.15, please.

Pronunciation

4 **Aim** To pronounce /aɪ/, /eɪ/

- Model the sounds of the symbols.
- Play the recording. Ss listen and check (✓) the correct boxes. Check Ss' answers.
- Play the recording again. Ss listen and repeat both chorally and individually.

Answer Key

	/aɪ/	/eɪ/
buy	✓	
pay		✓
wait		✓
my	✓	
I	✓	
late		✓

Speaking

5 **Aim** To role-play buying drinks and snacks

- Refer Ss to the model dialogue in Ex. 2 and the phrases to help them in their role-playing.
- Go through the plan and tell Ss to use it as a guide in their role playing.
- In closed pairs, Ss role-play the dialogue. Monitor the activity and assist if necessary.
- Invite a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Next please. What can I get you?
B: Hi. I'd like a slice of pizza, please.
A: OK. Anything else?
B: Can I have a coffee, please?
A: Sure. Here is your pizza and your coffee. That's £6.00, please.
B: OK. Here you are.
A: Thank you. Here's your change.
B: Thanks. Bye.

b) **Aim** To introduce the topic

Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

My area has a street market every Friday morning. You can find flowers, fruit & vegetables and meat & fish there.

2 **Aim** To expand on and stimulate interest in the topic

- Read the rubric and ask Ss to close their eyes and imagine they are at a street market.
- Play the recording.
- Invite various Ss to tell the class about the imaginary market answering the questions in the rubric.

Suggested Answer Key

I am shopping for fruit & vegetables. My friend Mark is with me. I can see stalls full of pineapples, bananas and tomatoes. The people around me are looking at the different stalls and talking about prices. I am happy to be shopping here.

Reading

3 a) **Aim** To introduce the topic of the text/to predict the content of the text

- Refer Ss to the two pictures and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and read the texts to check their answers.

Suggested Answer Key

The first market is in London. I think you can find clothes and antiques there. The second market is in Thailand. I think you can find meat & fish, clothes, books, antiques, jewellery, shoes, flowers, pottery and pets there.

BACKGROUND INFORMATION

Thailand is a country in Southeast Asia next to Burma and Cambodia. The capital city is Bangkok and the population is about 63 million people. It is a popular tourist destination.

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

- Refer Ss to the **Check these words** box and elicit/explain the meanings of any unknown words.

Suggested Answer Key

stables (n): where horses are kept
stalls (n): large tables with goods for sale
second-hand (adj): used
at bargain prices (phr): very cheap

4e Marvellous markets

Vocabulary

1 a) **Aim** To introduce new vocabulary

- Refer Ss to the pictures and play the recording. Ss listen and repeat.
- Elicit the meaning of unknown words.

Module 4

food courts (n): an area with lots of take away food outlets

barges (n): canal boats

follow (v): to go somewhere using sth to direct you e.g. path, map

map (n): a printed drawing of an area

get lost (phr): lose your way

delicacy (n): special food that is rare or expensive

fried insects (n): ants, flies, beetles, etc cooked in hot oil

delicious (adj): very tasty

pineapple juice (n): a drink made from a large oval fruit

- Ask Ss to read the statements (1-5).
- Allow Ss two minutes to read the text again and complete the task.
- Elicit answers in class and check.

Answer Key

- 1 Camden 3 Chatuchak 5 Chatuchak
2 Camden 4 Camden

4 **Aim** To practise new vocabulary

- Ss complete the task. Check Ss' answers.
- Allow Ss two minutes to write their sentences. Ask various Ss to read their sentences in class.

Answer Key

- 1 second-hand 3 follow 5 get
2 bargain 4 fried 6 food

Suggested Answer Key

- 2 You can find **bargain prices** at Camden.
3 You must **follow a map** at the Chatuchak Market.
4 You can eat **fried insects** at the Chatuchak Market.
5 It's easy to **get lost** at the Chatuchak Market.
6 You can visit a **food stall** at the Chatuchak Market and drink pineapple juice.

Grammar

5 **Aim** To present 'can-must'

- Read the theory box aloud. Explain the use of can/can't-must/mustn't.
- Ask Ss to find examples of both in the postcards and write them on the board.

Answer Key

You can find some great second-hand shoes... and clothes at bargain prices plus beautiful antiques and furniture.
You must follow a map when you walk around because the market has got 15,000 stalls and it's easy to get lost!
You can find everything here: clothes, books, antiques, jewellery, shoes, flowers, pottery, pets, and many other things.

6 **Aim** To practise 'can-must'

- Read the example aloud and check Ss understand the task.
- Allow Ss two minutes to complete the task.
- Check Ss' answers.

Answer Key

- 2 You mustn't/can't ride through the stalls.
3 You can eat fried insects there.
4 You must throw empty cans in the bins.
5 You can have lunch there.

Listening

7 **Aim** To listen for specific information

- Play the recording. Ss complete the task.
- Play the recording again to check Ss' answers.

Answer Key

- A Sonya wants to buy flowers/yellow tulips.
B Peter wants to buy a drink/pineapple juice.
C George wants to buy jewellery/a ring.
D Alfred wants to buy a piece of pottery/a pot.

Speaking & Writing

8 a) **Aim** To prepare for writing activity

- Have Ss choose a picture and describe it using the guidelines from the rubric.
- Ask various Ss to tell their descriptions to the class.

Suggested Answer Key

The picture of the Chatuchak Market shows Thai workers and shoppers near a food stand. They are all wearing casual clothes and workers are selling meatballs on sticks to customers. They look calm.

b) **Aim** To personalise and write about the topic

- Allow Ss a few minutes to write about which market they would like to visit and why.
- Invite Ss to read their sentences to the class and check.

Suggested Answer Key

I want to visit the Chatuchak Weekend Market. I think it is very interesting. I can find everything there because it has got 15,000 stalls. I can taste the fried insects and shop for souvenirs for my friends.

4f Food & drinks

Vocabulary

1 a) **Aim** To present vocabulary related to food & drinks

- Draw Ss' attention to the pictures on p. 70.
- Play the recording with pauses to allow Ss to repeat chorally and individually.

- b) **Aim** To personalise the topic and review adverbs of frequency
- Ask Ss which of the foods and drinks they like and don't like.
 - Have Ss complete the task, referring them to p. 47 if they need to review adverbs of frequency.
 - Check Ss' answers around the class.

Suggested Answer Key

1 cereal 2 onions 3 coffee 4 cherries

Reading

- 2 a) **Aim** To personalise the topic
- Elicit answers to the questions in the rubric from various Ss in the class.
 - Play recording. Ss listen and follow along to check their answers.

Suggested Answer Key

For breakfast, I usually have bread and butter with coffee. I think this is a typical breakfast in many countries.

- b) **Aim** To read for specific information
- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

traditional (adj): having existed/been done for a long time in a particular country/place

includes (v): contains, involves

steamed (adj): cooked by water vapour

good manners (n): politeness

important (adj): having great significance

fried (adj): cooked in hot oil

toast (n): bread that is lightly browned

breakfast spread (n): a table of different food; a buffet

scrambled eggs (n): eggs that are mixed in a bowl and then cooked in a pan

sliced (adj): cut in thin flat pieces

available (adj): ready for use

- Explain the task to Ss and give them time to reread the text and complete the task.
- Check answers on the board.

Answer Key

1 Japan 2 the UK 3 the UK 4 Japan 5 Poland

Grammar

- 3 **Aim** To introduce countable/uncountable nouns and quantifiers
- Hold up a piece of fruit, or any other countable object.
 - Ask how many of the object you have got (one).

- Hold up three of the object and ask again.
- On the board write: *How many apples have I got? Three.*
- Hold up a bottle of water and ask, *How much water have I got?* If Ss answer one, remind them that you didn't ask how many bottles, *but how much water (a little, a lot, some, not much, too much).* Write the sentence and answers on the board.
- Explain to Ss that with countable things, you ask, *How many?* And with uncountable things, like liquids, you ask, *How much?*
- Direct Ss' attention to the theory box and read through it as Ss follow along.
- Give Ss time to find examples in the text and check answers on the board.

Answer Key

Uncountable nouns: soup, rice, fish, tea, bacon, toast, butter, cereal, bread, meat, cheese, milk, yoghurt, coffee

Countable nouns: vegetables, eggs, mushrooms, sausages, tomatoes, baked beans

- 4 **Aim** To practise identifying countable and uncountable nouns

- Explain the task to Ss and give them time to complete it.
- Check answers around the classroom.

Answer Key

1 some, U 2 some, U 3 some, U 4 some, C 5 some, U 6 some, C 7 some, C 8 some, C 9 an, C 10 some, U

- 5 **Aim** To practise using quantifiers

- Explain the task to Ss and give them time to complete it.
- Have Ss check answers with a partner and then check answers on the board.

Answer Key

1 a few 2 How much, little 3 too much 4 a few 5 How many, too many

- 6 **Aim** To learn 'be going to'

- On the board write: *Tomorrow, I'm going to eat salmon.*
- Draw a timeline and highlight the area of tomorrow to show that the event will happen tomorrow, at an unspecified time.
- Ask Ss: *Are you going to do your homework?* Write it on the board and mark the timeline to show that you mean any time in the near future.
- Lastly, write: *I'm not going to go swimming.* Mark the timeline again to show that we are talking about the near future.

Module 4

- Explain to Ss that we use *be going to* when we are talking about something we are planning to do in the future.
- Ask Ss if there are similar structures in their language.

(Ss' own answers)

7 **Aim** To practise *be going to*

- Draw Ss' attention to the theory box and read through it as Ss follow along.
- Explain the task to Ss and give them time to complete it.
- Check answers around the class.

Answer Key

- | | |
|----------------------|-----------------------|
| 1 are going to visit | 4 is going to cook |
| 2 isn't going to buy | 5 aren't going to eat |
| 3 are going to have | |

Speaking & Writing

8 **Aim** To practise '*be going to*'

- On the board, write cook chicken.
- Elicit from Ss how to form the interrogative form of *be going to* if they are asking a friend (*Are you going to + cook chicken*). Write this on the board.
- Explain the task to Ss and have them get up and move around the room, asking and answering questions with various Ss.
- Walk around the room to monitor language used.

Answer Key

A: Are you going to do your homework?

B: Yes, I am./No, I'm not.

A: Are you going to cook chicken?

B: Yes, I am./No, I'm not.

A: Are you going to play the guitar?

B: Yes, I am./No, I'm not.

A: Are you going to book tickets for the theatre?

B: Yes, I am./No, I'm not.

A: Are you going to shop for clothes?

B: Yes, I am./No, I'm not.

A: Are you going to buy a birthday present?

B: Yes, I am./No, I'm not.

A: Are you going to go hiking?

B: Yes, I am./No, I'm not.

A: Are you going to have dinner with friends?

B: Yes, I am./No, I'm not.

A: Are you going to make a cake?

B: Yes, I am./No, I'm not.

9 **Aim** To write about weekend plans using *be going to*

- Explain the task to Ss and give them time to complete it.
- Alternatively, this may be assigned as HW.
- Have various Ss read their responses to the class.

Answer Key

This Saturday, I'm going to hang out with my friends at the beach. Then we are going to watch a DVD at my house. I'm also going to buy a present for my grandma at the mall. On Sunday I'm not going to meet my friends. It's my grandma's birthday, so I'm going to visit her. We're going to cook a big meal and my mum and I are going to bake a chocolate cake, too.

4g Skills

Vocabulary

1 **Aim** To present vocabulary related to festivals and celebrations

- Refer Ss to the pictures and elicit what they can see.
- Go through the list of phrases with Ss. Allow Ss time to complete the task.
- Play the recording and check Ss' answers.

Answer Key

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

2 **Aim** To describe a scene/to activate vocabulary

- Refer Ss to picture F and explain the task.
- Allow Ss time to complete the task.
- Ask Ss to read their descriptions and check.

Suggested Answer Key

It's a festival on a tropical island. It's sunny and hot. People are dancing in the streets near the beach. They are wearing colourful costumes. They are enjoying the music and dancing. Everyone is having a great time.

Listening

3 **Aim** To predict information and listen for specific information

- Refer Ss to the advert. Elicit what kind of information is missing in each gap. Explain that this will help Ss to prepare for what to listen for.
- Play the recording. Ss complete the task.
- Check Ss' answers on the board.

Answer Key

1) a date, 2) a person, 3) an activity (noun), 4) activity (noun), 5) activity (noun).

- 1 2nd 3 parade 5 eating
2 queen 4 music

BACKGROUND INFORMATION

Omaha is the largest city in the state of Nebraska in the USA. Around 440,000 people live there and it dates back to the pioneer days. Nebraska is in the Midwest US and its main industries are farming and ranching.

Speaking

4 **Aim** To present/practise situational language for making suggestions and replying/role playing

- Read through the language in the table and check that Ss understand the task.
- Ask two Ss to read the example exchange aloud.
- In closed pairs, Ss role play exchanges using the language from the table and vocabulary from Ex. 1.
- Monitor the activity and assist if necessary.
- Invite a few pairs to act out their exchanges in class.

Suggested Answer Key

- A: *Shall we watch them crown the queen?*
B: *That sounds good.*
A: *Do you feel like watching the fireworks display?*
B: *Great idea!*

4^h Writing

Reading

1 **Aim** To read for gist

- Ask Ss to read the postcard.
- Elicit answers to the questions in the rubric.

Answer Key

Erica is writing the postcard to Amy. Erica is in Jaipur, India. They are celebrating the festival of colours, Holi.

BACKGROUND INFORMATION

Jaipur, India is a large city in the northeast of the country. It is also known as the Pink City. 3.2 million people live there and it is a major business centre.

2 **Aim** To read for specific information

- Ask Ss to read the list (1-8).
- Ss read the postcard again and complete the task.

- Check Ss' answers in class. Ask Ss to give evidence from the text.

Answer Key

- 1 *(It's hot and sunny)*
- 2 *(It's Holi)*
- 3 *(People celebrate it every spring)*
- 4 *(We're staying at my aunt and uncle's house.)*
- 5 *(They light bonfires and sing and dance around them. They also throw coloured powder at each other.)*
- 6 *Not mentioned.*
- 7 *(We're watching a parade of painted elephants.)*
- 8 *(People are dancing in the streets.)*

3 **Aim** To identify opening and closing remarks

- Read through the remarks and check that Ss understand the task.
- Elicit answers in class.

Answer Key

1 O 2 C 3 O 4 C 5 C
Erica uses 'Greetings from Jaipur!' for her opening remark, and 'See you next week,' for her closing remark.

4 a) **Aim** To present object pronouns

- Ss close their books. Say, then write on the board: *I'm a teacher. Look at me.* Underline *I* and *me*. Explain that *me* is an object pronoun. Point out that object pronouns are used as objects in a sentence and go after the verb. Present the other object pronouns in the same way. (e.g. *Look at him. He's a student. Look at it. It's a desk. etc.*)
- Ss open their books. Read the theory box with them.

Answer Key

People celebrate it every spring. (Holi) They light bonfires and dance and sing around them. (bonfires)

b) **Aim** To practise object pronouns.

- Allow Ss time to complete the task.
- Elicit answers in class and check.

Answer Key

1 *them* 2 *it* 3 *her* 4 *him*

5 **Aim** To learn to write using informal style

- Read out the **Writing Tip** box.
- Ss complete the task in closed pairs.
- Help Ss if necessary.
- Check Ss' answers.

Answer Key

- 1 *It's a bit cloudy today.*
- 2 *Can't wait to see you.*
- 3 *Miss you.*

Language Review **4**

- | | | | |
|---|-----------------|---------------|----------------|
| 1 | 1 foggy | 3 sunny | 5 windy |
| | 2 freezing cold | 4 snowy | 6 rainy |
| 2 | 1 chilly | 4 sightseeing | 7 parade |
| | 2 sights | 5 malls | 8 survive |
| | 3 boots | 6 map | 9 tired |
| 3 | 1 socks | 2 beach | 3 shoes |
| | | | 4 display |
| 4 | 1 flea | 5 fried | 9 below |
| | 2 roller | 6 high | 10 snow-capped |
| | 3 half | 7 traditional | |
| | 4 amusement | 8 fireworks | |
| 5 | 1 in | 3 in | 5 on |
| | 2 at | 4 at | 6 of |
| | | | 7 from |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect then the team misses a go.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

People can buy **second-hand clothes** at Camden Market.
 You can see the sights in Puebla on a **tour bus**.
 You can **get lost** without a map to follow.
 There are **snow-capped mountains** on the way to Puebla.
 People can ride on a **roller coaster** at the Mall of America.
 Tom is **tired of shopping**. He wants to go home.
 Tourists can **follow a map** around the city.
Low temperatures characterise the tundra climate.
 It's **freezing cold** at night in the desert.
 People **watch a parade and dance in the streets** at carnival time.
 Children like to **paint their faces** at the festival.

Quiz

Answer Key

- | | | |
|------------------|------------------|------------------|
| 1 Yes, it is. | 4 No, they can't | 7 The tundra. |
| 2 No, it doesn't | 5 It's an area | 8 Yes, there is. |
| 3 A festival of | in Puebla. | |
| colour in India. | | |
| 6 No, it isn't. | | |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 4 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 What do people do at Holi? (They light bonfires, dance, sing, and throw coloured powder at each other.)
- 2 Is Jaipur in India? (Yes, it is.)
- 3 Where can you eat fried insects? (At the Chatuchak Market.)
- 4 Do people wear traditional costumes at the Chatuchak Market? (No, they don't.)
- 5 Where is the Mall of America? (In Minnesota.)
- 6 What can you see the Parque Ecológico? (Lots of plants and animals.)
- 7 Are there forts in Puebla? (Yes, there are.)
- 8 Is the festival of colours in summer? (No, it isn't.)

Skills **4**

Reading

1 a) **Aim** To understand the task

- Give Ss time to read the rubric.
- Read through the **Study skills** box and explain/ give examples of negative words. e.g. rarely, never, seldom, scarcely

b) **Aim** To skim/scan a text

- Explain to Ss that by skimming a text (reading through it very quickly) we can get a better idea of what the text will be about.
- Tell Ss that when skimming a text, they should read the title, any sub-headings and the first and last sentences. They should look at the pictures and then read through the text very quickly.
- Give Ss one to two minutes to skim the text.
- Read through the **Study Skills** box and then have Ss scan the sentences to find any negative words and then complete the task.
- Check Ss' answers.

Answer Key

Negative words: non-human, problems, don't, too, hardly, shouldn't, too much

Speaking

- 2 a) **Aim** To read directions carefully
- Have Ss read through the rubric and then answer the question.
 - Read out the second **Study skills** box.
 - Explain to Ss that it is very important to read instructions carefully and to underline any key words that can help Ss to complete the task.

Answer Key

My English-speaking friend is visiting me and I must choose which of the three restaurants to take him/her to.

- b) **Aim** To listen for specific information
- Have Ss read through the instructions and the paragraph.
 - Play the recording. Ss listen, read and fill in the gaps. Play the recording again if necessary.
 - Elicit answers from various Ss.

Answer Key

1 C 4 stylish 7 busy 10 traditional
2 popular 5 fast 8 loud 11 older
3 modern 6 lively 9 nice

- c) **Aim** To consolidate a text
- Elicit answers to the questions in the rubric from various Ss.

Answer Key

He says restaurant C is popular with young people, modern and stylish, the service is fast and the atmosphere is lively. He rejects the other two places because he thinks they are too traditional and would suit older people more than younger people.

Listening

- 3 a) **Aim** To identify key words
- Have Ss read the instructions and then underline key words in the statements.
 - Check Ss' answers and then have Ss work in pairs to find synonyms for the key words.
 - List Ss' synonyms on the board to check answers.

Suggested Answer Key

1 summer/hot season, temperatures/weather, cold/chilly, rains/pours/storms, daytime/day
2 not last/short, warm/mild, favourite/beloved/liked
3 a month/30 days/four weeks, aren't warm/are cool
4 inside/indoors, outside/outdoors
5 gardens/lawns and flowers, small/tiny, plant/greenery, special/particular, grass/lawn

- b) **Aim** To read for specific information
- Give Ss time to read through the extract.
 - Have Ss answer the questions in the rubric.

Answer Key

1 B is the correct answer because the speaker says 'nights in summer are always hot'
2 A is wrong because the speaker says 'around 35°C' NOT 'over 35°C', C is wrong because the speaker says 'very few showers', D is wrong because the speaker says 'around 35°C' NOT 'between 30°C and 35°C'
3 rains – showers, daytime – during the day, at night – nights

- c) **Aim** To listen for specific information
- Play the recording. Ss listen and take notes.
 - Give Ss enough time to answer the questions and check answers around the classroom.

Answer Key

1 B 2 C 3 B 4 C 5 C

Writing

- 4 a) **Aim** To brainstorm vocabulary
- Read through the rubric as Ss follow along.
 - Give Ss a few minutes to brainstorm ideas under the headings.

Answer Key

Key words: English friend, weather in summer, what people do, what you like doing, write an email, 40-50 words

Suggested Answer Key

weather: hot and sunny, freezing cold, warm, windy, etc.
activities: go swimming, go for a walk, go sailing, etc.
reasons: have fun, keep fit, spend time outdoors, etc.

- b) **Aim** To write an email
- Give Ss time to read through the plan.
 - Allow Ss enough time to write their letters using their ideas from Ex. 5a and following the plan.
 - Alternatively, assign the task as HW.
 - Have Ss proofread each other's work and invite some Ss to read their letters to class.

Answer Key

Dear Paul,
Hi! How are you?
The weather in Turkey in summer is usually nice. It's hot and sunny and people often go to the beach, have picnics and go swimming. I like summer because I like to spend time outdoors with my friends and family.

What about you? What do people in your country like to do in the summer?

Write soon,
Mark

Russia **4**

Reading & Listening

- 1 a) **Aim** To look at pictures and suggest answers

- Have Ss look at the pictures.
- Elicit answers from the class.

Answer Key

From these ingredients you could make a stew or soup like Borscht.

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

- Play the recording.
- Have Ss check their answers.

- 2 **Aim** To read for information

- Have Ss read the text.
- Elicit responses from the class.

Answer Key

- 1 Borscht is a soup.
- 2 meat, tomato, juice, beetroot, carrots, cabbage, potatoes, parsnips, celery, onions and garlic.
- 3 People eat it with bread and sour cream.
- 4 Cook the ingredients and simmer for an hour.

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

national dish (phr): a dish that represents a country because it is typically eaten by a lot of people

delicious (adj): very tasty

depend on (v): to be determined by sth

season (n): one of four different time/weather periods of the year

vegetables (n): plants we can eat

contain (v): to have within it

sour cream (n): a type of dairy product

boil (v): to cook sth in hot liquid

tender (adj): soft

remove (v): to take sth away from somewhere

pot (n): a cooking container

peel (v): to remove the skin from sth with a knife

chop (v): to cut sth into smaller pieces

broth (n): a type of soup

flake (v): to break sth into small thin pieces

simmer (v): to cook sth on a low heat

- 3 **Aim** To consolidate new vocabulary

- Make Ss learn the key words in box.
- Elicit answers to completed sentences.

Answer Key

- | | |
|-----------------|--------------|
| 1 national dish | 3 vegetables |
| 2 delicious | 4 sour cream |

Speaking & Writing

- 4 **Aim** To practise speaking

- Split Ss into pairs.
- Have them describe how to make Borscht!

(Ss' own answers)

- 5 **Aim** To personalise a topic

- Ss think of a different recipe.
- Ss present their dish to the class.

Answer Key

Pelmeni is also a popular Russian dish. It is made from dough and the filling consists of minced beef or pork. This filling is mixed with grated onion, salt and pepper.

- 1 Mix water, an egg, some flour and salt to make a dough.
- 2 Mix the beef or pork with an onion and salt and pepper.
- 3 Cut the dough into small pieces, roll into small circles, put a teaspoon of filling into each one, fold and pinch the edges.
- 4 Boil for 3-4 minutes. Serve with sour cream.

Life in the past

Topic

In this module, Ss will learn about life in the past, ancient cities and ancient civilisations.

Modular page

79

Lesson objectives: To give an overview of the module, to talk about places, to listen for specific information

Vocabulary: Places (*pool, theatre, beach, park, zoo, gym, library, fast food restaurant, opera house, aquarium, supermarket*)

5a Long Ago

80-81

Lesson objectives: To learn *was/were*, to learn adjectives and opposites, to listen and read for gist, to learn *had*, to write about Pompeii

Vocabulary: Places (*theatre, post office, café, restaurant, department store, baker's, car park, hotel, bookshop, museum, hospital, block of flats, clothes shop, grocer's*); Verbs (*destroy, bury*); Nouns (*volcano, forum, temple, public baths, eruption, ash*); Adjective (*busy*); Phrases (*ancient city, narrow street, full of, running water*)

5b Ancient Civilisations

82-83

Lesson objectives: To read for specific information, to learn *could*, to listen for specific information, to learn the past simple of regular verbs, to pronounce /t/, /d/, /ɪd/, to talk about the past, to write a T/F quiz about the Aztecs

Vocabulary: Ancient Egyptians (*ruled, played board games, played music, fished, worked as farmers/artists, had boats and transported goods, could build pyramids, lived in houses made of mud bricks, hunted, attended school*)

5c Culture Corner

84

Lesson objectives: To read for specific information, to write about the 1960s

Vocabulary: Nouns (*band, radio station, dance hall, fad, floral print, hippy style, craze, moon*); Adjectives (*crazy about, shocked, fashionable, popular*); Phrases (*latest fashion, big hit*)

5d Everyday English

85

Lesson objectives: Talking about childhood memories, to pronounce /æ/, /ɑ:/, /ɪ/, /i:/, /ɒ/, /ɔ:/ (minimal pairs)

Vocabulary: Childhood activities (*played outside all day, delivered newspapers, had fancy dress parties, walked the dog, helped my parents with chores*); Phrases (*It looks great. What was it like? It was a lot of fun. It sounds like a great place to grow up. Do you miss it?*)

5e Lost Cities

86-87

Lesson objectives: To listen and read for gist and specific information, to learn adjectives and their opposites, to talk and write about Machu Picchu

Vocabulary: (*baths, fountain, storage rooms, palace, park, temple, tower, wall, bridge, pyramid, houses*); Verbs (*date back, destroy, constructed, grew*); Nouns; (*emperor, earthquakes, astronomers*); Adjectives (*terraced, thick, strong, beautiful, tall, huge, ancient, small, modern, thin, weak, ugly*); Adverb (*exactly*)

5f Legendary Figures

88-89

Lesson objectives: To read for specific information, to learn the past continuous, to write about a legendary figure

Vocabulary: Verb (*free*); Phrasal verb (*turn into*); Nouns (*mythology, wizard, advisor, cloak, magical powers, intelligence, guardian, noblemen, sword*); Adjective (*stuck*); Phrases (*fascinating figures, magical powers, ancient myths, fight battles, foreign enemies, had a vision, local tournament, medieval stories*)

5g Skills

90

Lesson objectives: To listen for specific information, to talk about films, to ask about/express likes/dislikes

Vocabulary: Types of film (*fantasy, action, thriller, adventure, science-fiction, romance, animated, comedy, superhero, musical, horror, western*); Adjectives (*boring, interesting, sad/depressing, funny, exciting/amazing, frightening/ scary*); Phrases (*It was great, I loved it, I quite liked it, It wasn't very good, It was boring, I didn't like it*)

5h Writing

91

Lesson objectives: To read for specific information, to recommend a film, to write an informal email about a film

Vocabulary: Adjectives (*good, bad, boring, sad, funny, frightening, exciting, amusing, dull, depressing, scary, great, thrilling, terrible*)

5i Curricular: History**92**

Lesson objectives: To listen and read for specific information, to prepare a presentation on Native American Tribes

Vocabulary: Verbs (*arrive, respect, protect*); Nouns (*continent, native tribe, canoe, hunting, trading, animal skin, sled, buffalo*); Adjective (*wooden*); Phrasal Verb (*look after*)

Language Review 5**93**

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 5**94-95****Russia 5****96**

Lesson objectives: To listen and read for specific information, to practise saying years, to write about Catherine the Great

Vocabulary: Verbs (*marry, develop, improve*); Nouns (*army officer, governor, private teacher, nanny, empress, rules reign, power, direction, stroke, education*); Adjectives (*wealthy, sole*);

►► What's in this module?

Read the title of the module *Life in the past* and ask Ss to suggest what they think it means (*lifestyles a long time ago*). Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary**1 Aim** To present vocabulary for places

Draw Ss' attention to the pictures and the words in the box. Explain/Elicit the meanings of any unknown words. Elicit what Ss can/can't see in the pictures.

Suggested Answer Key

I can see a park, a zoo, and an aquarium, but I can't see a pool, a theatre, a beach, a gym, a library, a fast food restaurant, an opera house or a supermarket.

2 Aim To listen for specific information

- Explain the task. Ss listen and circle the correct words.
- Check Ss' answers.

Answer Key

1 zoo 2 theatre 3 home

OVER TO YOU!**Aim** To personalise the topic

Ask Ss to think about where they were yesterday afternoon and tell their partner. Ask various Ss to report to the class.

Suggested Answer Key

*I was at a fast food restaurant.
I was at the beach.*

5a Long Ago

Vocabulary

- 1 **Aim** To present vocabulary for places in a town
Play the recording. Ss listen and repeat either chorally and/or individually.

Grammar

- 2 **Aim** To present the past simple of the verb 'to be' – was/were
- Ask two Ss to read out the exchange.
 - Explain that we use *personal pronoun + was/were* in the affirmative, *was/were + personal pronoun* in questions and *Yes + personal pronoun + was/were* in positive short answers in the past simple of the verb 'to be'. We form the negative with *personal pronoun + wasn't/weren't* and negative short answers with *No + personal pronoun + wasn't/weren't*. Go through the table and read out all persons. Elicit answers to fill in the gaps in the table.

Answer Key

1 was 2 Were 3 wasn't

- 3 **Aim** To practise the past simple of the verb 'to be'
- Explain the task. Allow Ss time to complete the task.
 - Check Ss' answers.

Answer Key

1 was 4 wasn't 7 weren't 10 was
2 was 5 were 8 were
3 Was 6 Were 9 were

- 4 **Aim** To practise sentences in the past simple of the verb 'to be'
- Direct Ss' attention to the pictures. Tell them that they are of places that were on Kingsley Street 50 years ago.
 - Ask Ss to tell their partner what there *was/wasn't* on Kingsley Street 50 years ago.
 - Ask Ss to use the vocabulary from Ex. 1.
 - Monitor the activity around the class. Ask various pairs to report back to the class.

Suggested Answer Key

*There was a grocer's on Kingsley Street 50 years ago. There wasn't a supermarket.
There was a clothes shop on Kingsley Street 50 years ago. There wasn't a department store.
There was a café on Kingsley Street 50 years ago. There wasn't a hotel.*

*There was a baker's on Kingsley Street 50 years ago. There wasn't a restaurant.
There was a bookshop on Kingsley Street 50 years ago. There wasn't a hospital.*

Listening & Reading

- 5 **Aim** To introduce the topic of a text and read for gist
- Direct Ss' attention to the title and picture. Elicit what Ss know about the city.
 - Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

Pompeii was an ancient city in Italy. In the 79AD was destroyed by an eruption from mount Vesuvius.

- Explain/Elicit the meaning of the words from the **Check these words** box.

Suggested Answer Key

ancient (adj): belonging to a period in history a long time ago
volcano (n): a mountain from which lava sometimes erupts
busy (adj): full of activity
narrow street (n): road that isn't wide
full of (phr): filled with
forum (n): an ancient square in Roman towns
temple (n): a place of worship
public baths (n): places for people to wash, swim
running water (n): flowing water
eruption (n): explosion from a volcano
destroy (v): to cause a great damage to sth
bury (v): to cover sth with earth
ash (n): grey substance left after something is burnt

- 6 **Aim** To present opposite adjectives
- Read the adjectives aloud and refer Ss back to the text. Explain the task and allow Ss time to complete it.
 - Check Ss' answers.

Answer Key

*empty ≠ full private ≠ public modern ≠ ancient
small ≠ large unlucky ≠ lucky wide ≠ narrow*

Grammar

- 7 a) **Aim** To present the past simple of the verb 'to have' – had
- Explain that we form the past simple affirmative of *to have* with *personal pronoun/noun + had*, the negative with *personal pronoun/noun + didn't have* and questions with *Did + personal pronoun/noun + have* in all persons. Short answers are formed with *Yes/No + personal pronoun + did/didn't*.
 - Ask Ss to read the table and elicit examples from the text.

Answer Key

... had running water ...

... had bakers, restaurants and even a hotel ...

- b) **Aim** To practise the past simple of 'to be' and 'to have'

Explain the task and allow Ss time to complete it. Remind Ss to refer to the text for the information to help them. Then check Ss' answers around the class.

Answer Key

1 wasn't	4 were	7 didn't have
2 weren't	5 were	8 had
3 was	6 had	9 didn't have

Speaking & Writing

- 8 **Aim** To consolidate information from a text

Allow Ss three minutes to write about Pompeii and what life was like in the city, and then ask various Ss to read their sentences to the class.

Suggested Answer Key

Pompeii was a beautiful and busy city. It had many buildings and narrow streets. There was a large amphitheater, temples and public baths. It had a large marketplace, and a forum.

5b Ancient Civilisations**Listening & Reading**

- 1 **Aim** To present vocabulary related to ancient civilizations

Direct Ss' attention to the pictures. Play the recording for Ss to repeat chorally or individually. Check Ss' pronunciation and intonation. Elicit the L1 equivalents from various Ss around the class.

(Ss' own answers)

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

- Direct Ss' attention to the pictures again. Then read out the sentences and elicit whether Ss think they are true or false and tell Ss to write T for true and F for false.
- Play the recording. Ss listen and follow the text in their books to check their answers.

Answer Key

1 T	2 T	3 F	4 T
-----	-----	-----	-----

Grammar

- 3 a) **Aim** To present the past simple of 'can' – could

Focus Ss' attention on the table. Read the table aloud and elicit an example from the text.

Answer Key

Only wealthy boys could attend school.

- b) **Aim** To practise the past simple of 'to have' and 'can'

- Explain the task. Ask Ss to refer to the text to help them complete the sentences. Allow Ss time to complete the exercise.
- Check Ss' answers.

Answer Key

2 had	4 didn't have	6 didn't have
3 could	5 couldn't	

Listening

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

- Explain the task. Play the recording. Ss listen and complete the exercise.
- Check Ss' answers.
- Ask Ss to write complete sentences, as in the example. Check Ss' answers.

Answer Key

1 play football ✓	3 read X	5 play the piano X
2 swim ✓	4 write X	6 ride bikes X

The ancient Romans could swim.

The ancient Romans couldn't read.

The ancient Romans couldn't write.

The ancient Romans couldn't play the piano.

The ancient Romans couldn't ride bikes.

- 5 **Aim** To practise *could* in questions with short answers

- Explain the task. Ss work in pairs and ask and answer using the verbs from Ex. 4 with *could* using questions and short answers.
- Monitor the activity around the class, and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *Could you swim at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you read at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you write at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you play the piano at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you ride a bike at the age of six?*

B: *Yes, I could./No, I couldn't.*

Grammar

- 6 a) **Aim** To present the past simple (affirmative/negative) for regular verbs

Go through the table and elicit how we form the past simple affirmative and negative of regular verbs.

Answer Key

We form the affirmative by adding **-ed** to the main verb and we form the negative with **noun/pronoun + didn't + base form of the main verb**.

- b) **Aim** To present the spelling rules of the past simple for regular verbs

Read the theory box aloud and explain the spelling rules of the past simple for regular verbs. Elicit examples from the text.

Answer Key

+ **-ed**: worked, hunted, fished, transported, played, attended; **e + -d**: live, rule; **-y + -ied**: studied

Pronunciation

- c) **Aim** To practise the spelling rules of the past simple and to pronounce /t/, /d/, /ɪd/

- Explain the task.
- Elicit the spelling of the past simple of the verbs in the list and write on the board.
- Play the recording. Ss listen and tick the correct symbol.
- Play the recording again. Ss listen and repeat chorally or individually.

Answer Key

	/t/	/d/	/ɪd/
1 arrived		✓	
2 existed			✓
3 played		✓	
4 designed		✓	
5 asked	✓		
6 hurried		✓	
7 wanted			✓
8 stopped	✓		
9 travelled		✓	
10 discovered		✓	

- 7 a) **Aim** To practise the past simple (affirmative)

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

Answer Key

- 1 lived 3 travelled 5 discovered
2 worked 4 designed 6 played

- b) **Aim** To practise the past simple (affirmative/negative)

- Explain the task and read out the example. Ss complete the task.
- Ask various Ss to read out the answers to the class.

Answer Key

- 2 No. They didn't work as sailors. They worked as traders.
3 No. They didn't design aeroplanes. They designed ships.
4 No. Erik the Red didn't discover China. He discovered Greenland.

- 8 a) **Aim** To present the past simple (interrogative and short answers)

Go through the table and elicit how we form questions and short answers in the past simple for regular verbs.

Answer Key

We form questions in the simple past with **Did + personal pronoun/noun + base form of the verb**. We answer in the short form with **Yes/No + personal pronoun + did/didn't**.

- b) **Aim** To practise questions in the past simple

- Explain the task and read out the example. Refer Ss back to the text in Ex. 2. Ss work in pairs to complete the task. Monitor the activity around the class.
- Ask various pairs to ask and answer in front of the class.

Answer Key

- A: Did they work as farmers? A: Did they play football?
B: Yes, they did. B: No, they didn't.
A: Did they fish on the river? B: No, they didn't.
B: Yes, they did. A: Did ancient Egyptian girls attend school?
A: Did they sail boats? B: No, they didn't.
B: Yes, they did.
A: Did they play music? B: Yes, they did.

Speaking & Writing

- 9 **Aim** To practise talking about the past

- Direct Ss' attention to the pictures on p. 82. Ss work in pairs to tell each other about the ancient Egyptians using the pictures.
- Monitor the activity around the class. Ask various pairs to report back to the class.

Suggested Answer Key

... River Nile. Pharaohs ruled the people. The Egyptians worked as farmers and artists. They had boats and transported goods and fished on the river. They lived in small houses. They could build pyramids. They played board games and music.

10 **Aim** To write a T/F quiz about an ancient civilisation

- Ss work in groups. Ask Ss to look up information on the Internet or in encyclopaedias/other reference books. Tell them to use the key phrase *the Aztecs*.
- Allow Ss time to collect their information and write their quiz. Alternatively, assign the task as HW.
- Groups swap their quizzes and do them, then report back to the class.

Suggested Answer Key

- 1 *The Aztecs lived in central Mexico. (T)*
- 2 *They had a great empire in the 20th century. (F – They had a great empire in the 14th, 15th and 16th centuries.)*
- 3 *They were fishermen. (F – They were farmers.)*
- 4 *They used beans as money. (T)*
- 5 *Girls stayed at home to help with cooking and cleaning. (T)*
- 6 *They played card games. (F – They played board games.)*

5c Culture Corner

Listening & Reading

1 **Aim** To introduce the topic

Direct Ss' attention to the pictures. Elicit answers to the question in the rubric from various Ss around the class.

Suggested Answer Key

The pictures tell us that back in the 1960s, the British had TVs and that man landed on the moon. They also show us that the British listened to The Beatles and dressed in colourful clothes.

2 **Aim** To read for specific information

- Allow Ss time to read the text and complete the sentences.
- Play the recording. Ss listen and follow the text in their books to check their answers.

Answer Key

- 1 ... *rock music./rock and roll bands*
- 2 ... *The Beatles and The Rolling Stones.*
- 3 ... *dance halls.*
- 4 ... *mini skirts and boots.*
- 5 ... *long.*
- 6 ... *television.*
- 7 ... *live pop music.*
- 8 ... *walked on the moon.*

- Ask Ss to explain/elicite the meaning of the words from the **Check these words** box.

Suggested Answer Key

crazy (about) (adj): very fond of
band (n): a group of musicians who perform together
radio station (n): a channel on the radio
latest fashion (phr): most recent clothing trend
dance hall (n): a place where people go to dance
fad (n): a short-lived trend
shocked (adj): surprised
fashionable (adj): being in style
floral print (n): fabric with pictures of flowers printed on it
hippy style (n): a style of clothing from the 1960s youth movement that includes bell-bottom pants, tie-dyed T-shirts, beads and colourful clothing
popular (adj): liked by many people
big hit (phr): a big success
craze (n): a fad
moon (n): a celestial body that orbits the earth

3 **Aim** To introduce new vocabulary

- Direct Ss' attention to the words in bold. Explain the task. Ss complete it.
- Check Ss' answers.

Answer Key

crazy about: enthusiastic about
latest: most recent
shocked: very surprised
hits: successes
craze: fashion

Speaking & Writing

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

- Direct Ss' attention to the pictures. Allow Ss time to write notes about the '60s.
- Ask various Ss to tell the class about the '60s using their notes.

Suggested Answer Key

... They loved The Beatles and The Rolling Stones. Boys had leather jackets and jeans and girls had mini skirts and boots. The hippy style was popular, too. People had televisions and they watched Neil Armstrong walk on the moon in 1969.

5 **Aim** To personalise the topic of a text

- Allow Ss three minutes to write their sentences. Monitor the activity around the class.
- Ss tell their partner. Ask various Ss to report back to the class.

Suggested Answer Key

In the '60s in the UK, young people listened to music on BBC Radio One. Today in my country, we have MP3 players. The fashion is also different. In the '60s in the UK, the hippy style was popular, but today in my country, most people wear jeans and less colourful clothes. In the '60s, in the UK, they liked going to cinemas to watch films. Today, in my country, people still go to the cinema, but they also watch DVDs at home or films on the Internet.

5d Everyday English

Speaking

- 1 **Aim** To talk about childhood memories
- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally and/or individually.
 - Elicit which of the activities Ss did as children.

Suggested Answer Key

I played outside all day. I walked the dog. I didn't have fancy dress parties. I didn't deliver newspapers. I helped my parents with the chores.

Listening & Reading

- 2 a) **Aim** To practise pronunciation and intonation of situational language
- Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' pronunciation and intonation.
- b) **Aim** To listen and read for specific information
- Read out the question in the rubric.
 - Play the recording. Ss listen and follow the dialogue in their books.
 - Elicit answers from Ss around the classroom.

Answer Key

Paul's mum lived in an old house in the country.

- 3 **Aim** To learn synonymous phrases
- Read the phrases aloud. Ss scan the text to find their synonyms.
 - Elicit the synonymous phrases from Ss around the class.

Answer Key

*Do you wish you could go back? – Do you miss all that?
It must be a good life for children – It sounds like a great place to grow up.
Yes, I didn't want to move – Yes, I was sorry when...*

Pronunciation

- 4 **Aim** To pronounce /æ/-/ɑ:/, /ɪ/-/i:/, /ɒ/-/ɔ:/ (minimal pairs)
- Play the recording. Ss listen and tick (✓) the correct sound. Check Ss' answers.
 - Play the recording again. Ss repeat chorally or individually.

Answer Key

	/æ/	/ɑ:/		/ɪ/	/i:/		/ɒ/	/ɔ:/
hat	✓		sit	✓		pot	✓	
heart		✓	seat		✓	port		✓
park		✓	sheep		✓	spot	✓	
pack	✓		ship	✓		sport		✓

Speaking

- 5 **Aim** To role play talking about childhood memories

- Explain the task. Remind Ss that they can use the dialogue in Ex. 2 as a model.
- Ss complete the task in pairs following the plan and answering about themselves. Monitor the activity around the class. Ask various pairs to act out their dialogue in front of the class.

Suggested Answer Key

*A: Did you live here as a child?
B: No, I lived in the countryside.
A: Did you like it?
B: Yes, I did. I used to play outside all day long.
A: That sounds great.
B: Yes, it was. What about you?
A: I lived in a small town by the sea.
B: How was that? Was it boring?
A: It was great. I played on the beach all day.*

5e Lost Cities

Listening & Reading

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

Direct Ss' attention to the heading and the picture. Ask what they know about this place. Ask what they would like to know about it. Elicit a variety of questions and write two of them on the board.

Suggested Answer Key

Machu Picchu is an ancient Inca city in the Andes in Peru. I would like to know: Who built it? How many people lived there?

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

Play the recording. Ss listen and follow the text in their books to see if their questions are answered.

Suggestion Answer Key

*The Incas built it.
Hundreds of people lived there.*

BACKGROUND INFORMATION

Peru is a country in western South America. The capital city is Lima and the population is 29 million people. The people speak Spanish. It has a rich history that includes the Inca civilisation.

The **Andes Mountains** are the world's longest mountain range. It is over 7,000 km long and 200-700 km wide. The highest point is Aconcagua at 6,962 m above sea level.

Hiram Bingham (1875-1956) was an American explorer. He was born in Hawaii and he studied at Yale and Harvard universities. He was a lecturer at Yale when he visited Peru and rediscovered Machu Picchu in 1911 with the help of a local guide.

- 2 **Aim** To recognise the main idea in a paragraph

- Read the **Study skills** box aloud. Explain the task. Remind Ss that one of the headings doesn't match.
- Allow Ss time to read the text and complete the exercise.
- Check Ss' answers.

Answer Key

1 C 2 B 3 D

- 3 **Aim** To present and practise dictionary use

- Read the **Study skills** box aloud. Explain the task. Do the first word as an example and elicit the information given in the dictionary from Ss around the class.
- Ss complete the rest of the exercise. Check Ss' answers.

Suggested Answer Key

date back (phr v): to have origin in

emperor (n): a man who rules a number of countries

earthquake (n): the shaking the earth's surface

destroy (v): to damage sth very badly so that it cannot be used

astronomer (n): a scientist who studies stars and planets

construct (v): build

terraced (adj): (of land) built in step-like rows on a slope

grow (v): to plant seeds and look after the plants as they get bigger

Vocabulary

- 4 **Aim** To introduce vocabulary for structures

- Direct Ss' attention to the picture. Explain the task. Allow Ss time to complete it.
- Check Ss' answers and elicit the L1 equivalents.

- Allow Ss time to read the text again and ask them to use the vocabulary to make sentences about Machu Picchu.
- Check Ss' answers around the class.

(Ss' own answers)

Answer Key

baths – 4, fountain – 7, storage rooms – 9, palace – 2, park – 10, temple – 1, tower – 8, wall – 5, bridge – 6, pyramid – 11, houses – 3

Suggested Answer Key

There was running water and **fountains** in Machu Picchu.

There were **storage rooms** in Machu Picchu.

There was a beautiful **palace** for the emperor.

There was a **park** in Machu Picchu.

There was a **temple**.

There was a tall **tower**.

The buildings had thick **walls**.

There was a **bridge**.

There was a huge **pyramid**.

There were about 150 **houses** in Machu Picchu.

- 5 a) **Aim** To present adjectives and their opposites

- Check that Ss understand what an opposite is by eliciting the opposite of some adjectives (e.g. *old – young, long – short, etc*). Explain the task.
- Ss complete the task. Check Ss' answers.

Answer Key

1 thin 3 ugly 5 small
2 weak 4 small 6 modern

- b) **Aim** To practise new vocabulary

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

Answer Key

1 storage 3 thick 5 running
2 terraced 4 ancient 6 stone

- 6 **Aim** To practise asking and answering questions about past events

- Explain the task to Ss and have two Ss read through the example aloud.
- Allow Ss time to complete the task with a partner.
- Monitor the language used by walking around the room.

Answer Key

- 2 A: What did he discover?
B: He discovered Machu Picchu.
3 A: Who lived there?
B: The Incas lived there.
4 A: When did the Incas build Machu Picchu?
B: The Incas built Machu Picchu in 1436.

- 5 A: *What buildings survived?*
 B: *Many buildings survived, including homes, a palace, a pyramid, a tall tower, temples, storage rooms and baths.*
- 6 A: *Did an earthquake destroy them?*
 B: *No, it didn't.*
- 7 A: *What did Inca farmers construct?*
 B: *They constructed terraced fields.*

Speaking & Writing

- 7 **Aim** To practise making statements and agreeing/disagreeing with them

- Explain the task and have Ss read through the examples aloud.
- Give Ss time to complete the task.
- Monitor language use.

Answer Key

- 3 A: *Hiram Bingham discovered Machu Picchu in 1912.*
 B: *Wrong! He discovered Machu Picchu in 1911.*
- 4 A: *The Incas lived there.*
 B: *Correct! They did live there.*
- 5 A: *Earthquakes destroyed the buildings.*
 B: *Wrong! Earthquakes didn't destroy them.*
- 6 A: *Many buildings survived.*
 B: *Correct! Many buildings survived.*
- 7 A: *Farmers constructed terraced fields.*
 B: *Correct! They constructed terraced fields.*
- 8 A: *Incas were clever people.*
 B: *Correct! Incas were clever people.*

- 8 **Aim** To consolidate information in a text

- Explain the task and allow Ss three minutes to complete it.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I saw lots of buildings. I found a pyramid and a palace. There were baths and fountains and even a park. etc

5f Legendary Figures

Listening and Reading

- 1 **Aim** To test general knowledge

Elicit from Ss what they know of the legend of Merlin.

Suggested Answer Key

I know that Merlin was a mythical wizard that lived in Britain. He was supposedly very powerful and an advisor to kings. It was believed that he could change his shape in things like clouds or birds. He also created a contest to see who would become king by removing the sword Excalibur from a stone.

- 2 a) **Aim** To listen for specific information

- Play the recording for Ss.
- Elicit the correct answers from members of the class.

Answer Key

- A *Merlin used to give advice to King Uther, Arthur's Father.*
 B *Merlin became Arthur's guardian and teacher. Later he became his special advisor.*
 C *Excalibur is the sword that Merlin placed in a stone in order to find the true king.*

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

- Allow Ss time to read through the text and answer the following questions in the exercise.
- Elicit the answers and write them on the board.

Answer Key

- 1 B 2 C 3 C 4 D

- c) **Aim** To read for specific information

Allow Ss time to read through the text again to locate the required information.

Answer Key

Then Arthur, who was looking for a sword for a local tournament, saw the sword and lifted it out easily.

- 3 a) **Aim** To identify and construct key phrases.

- Give Ss time to link the key words to form phrases, then complete the sentences.
- Read through the text once more to elicit the correct answers.

Answer Key

- 1 E 2 D 3 B 4 C 5 A
- 1 *magical powers* 4 *Ancient myths*
 2 *local tournament* 5 *medieval stories*
 3 *foreign enemies*

- b) **Aim** To consolidate new vocabulary

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

Answer Key

- 1 *had* 2 *fight* 3 *choose* 4 *put*

Grammar

- 4 **Aim** To present the past continuous

- Read through the table with Ss.
- Have Ss identify examples of past continuous actions from the text.

Answer Key

He was a wizard ...
 ... were fighting great battles.
 ... was growing up...
 ... was looking for a sword

5 **Aim** To practise the past continuous

- Explain the task and give Ss time to complete it.
- Check answers around the classroom.

Answer Key

1 was blowing 4 was fishing
 2 was playing 5 was sleeping
 3 was cooking, was doing

6 **Aim** To practise asking/answering questions using the past simple

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

Suggested Answer Key

- I was doing my homework at 5 o'clock yesterday afternoon.
- I was having an English lesson this time yesterday.
- I was playing basketball at 10 o'clock last Sunday morning.
- I was surfing the Net at 8 o'clock yesterday in the evening.

7 **Aim** To practise using the past simple and the past continuous

- Explain the task and have two Ss read out the example.
- Have Ss complete the task in pairs.
- Monitor and correct language.

Answer Key

1 got 4 was walking
 2 found 5 were driving
 3 were cleaning, were having

Speaking & Writing8 **Aim** To read for specific information and present your findings.

- Give the Ss time to read through the text once more and identify three things about Merlin.
- Have the Ss present their findings to the class.

Suggested Answer Key

Merlin was apparently only half human; the son of a woman and a demon!
 Merlin was an advisor to kings such as Uther and Arthur.
 Merlin became Arthur's guardian and teacher when Arthur was young.

9 **Aim** To encourage Ss to think more about a topic

- Give Ss 3 minutes to write several sentences on why they think Merlin is a popular legendary figure.
- Have Ss present their ideas to the entire class.

Suggested Answer Key

I think that Merlin is a popular legendary figure because he had many magical powers and could apparently change form. Also, he helped many kings in Britain fight against their enemies from abroad. He is also the person responsible for looking after the legendary King Arthur and organising the famous competition using the sword Excalibur.

10 **Aim** To personalise and expand upon a topic

- Give Ss the time to think of and research a legendary figure from history.
- Ss then present their findings to their classmates.

Suggested Answer Key

One very famous legendary figure is that of Robin Hood. Robin is famous for his gallantry, robbing the rich to feed the poor and fighting against injustice and tyranny in Britain.

The stories of Robin portray him as a fearless outlaw leading his band of merry men against the tyranny of Prince John, The Sheriff of Nottingham and Sir Guy of Gisbourne. A brilliant archer, Robin lived a life of adventure - poaching the King's deer from the outlaws' retreat in Sherwood Forest.

Stories about the adventures of Robin have been told and retold for over six hundred years. It is thought that Robin Hood may have even been a real character!

5g Skills**Vocabulary**1 a) **Aim** To present types of films

- Go through the list of types of films and explain/ elicit the meaning of any which are unknown.
- Ss complete the task. Check Ss' answers.
- Point out that some types of film do not need the word 'film' after them (e.g. fantasy, comedy, thriller, etc).

Answer Key

1 A 2 I 3 D 4 D 5 H

Suggested Answer Key

Indiana Jones is an adventure film.
 Twilight is a fantasy film.

Module 5

Spider-Man *is a superhero film.*
 Pirates of the Caribbean *is a science-fiction film.*
 Mr Bean's Holiday *is a comedy.*

b) **Aim** To recognise a type of film from a musical extract

- Explain the task. Play the recording. Ss listen and identify the types of films.
- Check Ss' answers.

Answer Key

1 science-fiction 2 western

2 **Aim** To present adjectives and practise using them to describe films

- Go through the adjectives and explain/elicit what each means.
- Explain the task and ask two Ss to act out the example exchange to the class.
- Ss complete the task in pairs. Monitor the activity around the class. Ask various pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: *What type of films do you like?*
 B: *I like adventure films because they are exciting. How about you?*
 A: *I like horror films because they are scary.*

Listening

3 **Aim** To listen for specific information

- Read the **Study skills** box aloud. Ask Ss to follow its instructions. Elicit the key words in the sentences. (A: *spend all my money*; B: *only go, at weekends*; C: *like all types*; D: *hard to stay awake*; E: *never go*; F: *important part of my life*)
- Play the recording. Remind Ss that there is one sentence that doesn't match. Ss listen and match the sentences to the speakers.
- Check Ss' answers.

Answer Key

1 C 2 D 3 A 4 F 5 E

Speaking

4 **Aim** To practise the past simple

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

Answer Key

1 *did you do* 3 *was it* 5 *loved*
 2 *watched* 4 *was*

5 **Aim** To practise situational language talking about films/role playing

- Read the table aloud. Explain the task.

- Ss complete the task in pairs. Remind Ss to use the dialogue in Ex. 4 as a model.
- Monitor the activity around the class. Then ask various pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: *What did you do last night?*
 B: *I watched a film on DVD.*
 A: *Which one?*
 B: *Cloudy With a Chance of Meatballs. It's an animated film.*
 A: *What was it like?*
 B: *It was fantastic! I loved it. Make sure you see it.*

5h Writing

Reading

1 **Aim** To read for specific information and identify elements of a text

- Direct Ss' attention to the email and explain the task. Allow Ss time to read the text.
- Elicit which of the items are contained in the email.

Answer Key

The email contains the title and the type of the film. It mentions the main points of the plot and a recommendation. It has the name of the lead actor.

2 **Aim** To present synonymous adjectives

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

Answer Key

<i>bad</i>	<i>terrible</i>
<i>boring</i>	<i>dull</i>
<i>sad</i>	<i>depressing</i>
<i>funny</i>	<i>amusing</i>
<i>frightening</i>	<i>scary</i>
<i>exciting</i>	<i>thrilling</i>

3 **Aim** To practise using opposite adjectives

- Explain the task. Ask Ss to replace the negative adjectives with their positive opposites. Allow Ss time to complete the exercise.
- Check Ss' answers.

Suggested Answer Key

The story was interesting and the acting was great. The special effects were amazing and the music was exciting. I think it was a good film.

4 **Aim** To use situational language for recommendations

- Draw Ss' attention to the expressions and tell them that each one fits in only one of the gaps. Allow Ss time to complete the exercise.
- Check Ss' answers.

Answer Key

- 1 a must-see 4 should see it
 2 miss it 5 you'll love it
 3 It's a bore to watch

Writing

5 **Aim** To write an informal email about a film

- Direct Ss' attention to the rubric in the box and ask them to think about a film they saw recently. Ss answer the questions about that film.
- Direct Ss' attention to the plan and read it aloud. Tell Ss to use their answers and the plan to write an email in reply.
- Allow Ss time to write their emails or alternatively assign the task as HW. Ask various Ss to read their emails to the class.

Suggested Answer Key

- 1 a film I saw, to my English pen friend, Sally
 2 The A-Team
 3 action film
 4 Liam Neeson and Bradley Cooper
 5 It is about a group of soldiers who get sent to prison for something they didn't do. They escape and try to find the real criminals.
 6 The action scenes.

Hi Sally,

How are you? I went to the cinema on Saturday night to see The A-Team. It's an action film with Liam Neeson and Bradley Cooper.

The story is about a group of soldiers who get sent to prison for something they didn't do. They escape and try to find the real criminals. I loved this film because the action scenes were brilliant and the plot kept you on the edge of your seat. I think it is a must-see.

How about you? Did you enjoy your weekend?

Yours,
Galina

- Elicit responses to the questions from Ss around the classroom.

Suggested Answer Key

I was somewhere in North America. I was with my tribe. We hunted buffalo.

2 **Aim** To introduce the topic of a text

- Ask the question in the rubric to see what Ss know about the topic. Elicit responses from various Ss around the classroom.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

Native Americans are the people who already lived in North America before the Europeans arrived there.

3 **Aim** To read for specific information

- Explain the task. Ss read the text again and complete the exercise.
- Check Ss' answers around the class.

Answer Key

- 1 C 3 K 5 K
 2 N, C 4 C 6 N

Explain/Elicit the meaning of the words by the **Check these words** box.

Suggested Answer Key

- arrive (v):** reach/come to a place
continent (n): large land mass (e.g. Asia, Africa, etc)
native tribe (n): a group of people with the same language and customs who live in the country/area where they were born
respect (v): to admire, think a lot of
wooden (adj): made of wood
canoe (n): small narrow boat with a paddle
hunting (n): the act of chasing and killing animals for food
trading (n): the act of buying and selling or exchanging goods
animal skin (n): the natural covering of an animal
sled (n): a wooden frame on two strips of metal for travelling over snow
look after (phr v): to take care of
protect (v): to keep from harm
buffalo (n): a large wild animal in the cattle family

5i Curricular: History

Listening & Reading

1 **Aim** To generate interest in the topic of a text

- Ask Ss to close their eyes. Play the recording. Ss listen and think about the questions in the rubric. Encourage Ss to really use their imagination.

Speaking & Writing

4 **Aim** To consolidate information from a text

- Explain the task and allow Ss time to read the text again and make their notes in the table.
- Ss pick one tribe and tell their partner about it. Ask various pairs to report back to the class.

Suggested Answer Key

	<i>Kwakiutl</i>	<i>Navajo</i>	<i>Cheyenne</i>
homes	wooden houses	earth and wood houses	buffalo skin tepees
transport	canoes	on foot, dogsleds	horses
work/clothes	fishing, hunting, trading/animal skins, wood	farmed, hunted	hunted, built tepees

The Navajo were farmers who grew crops and hunted for food. They lived in houses made of earth and wood and they travelled on foot or by dogsled.

5 **Aim** To give a presentation on Native American tribes

- Explain the task. Ask Ss to look up information on the Internet using the key words or in encyclopaedias/other reference books. Ss work in groups to collect the information and prepare their presentation.
- Assign the task as HW. Groups present to the class in the next lesson.

Suggested Answer Key

The Kwakiutl people are inhabitants of the northern parts of North America and believe that their ancestors arrived there in the form of animals. Many of them died from diseases when they came into contact with Europeans in the 18th century. Today, they are known as the Kwakwaka'wakw and most of them live on Vancouver Island in Canada.

The Navajo are inhabitants of the south-western parts of the United States of America. Before the Europeans came to America, the Navajo were hunters and gatherers. They started farming and keeping sheep and goats after the arrival of the Spanish Conquistadors. The Navajo fought against the Spanish and then the Americans until only a few thousand of them were left.

The Cheyenne are a people of the Great Plains of North America. At first the Cheyenne lived in the same place but, because of difficult conditions, they started moving around and sleeping in tepees. They started using horses when the Europeans imported them. Many Cheyenne died fighting the Americans and about half of their population died from disease in the middle of the 19th century. The famous Battle of Little Bighorn, which took place on 25-26 June 1876, involved the Cheyenne and General Custer's army.

- 2 1 was 5 difficult 9 busy
 2 ago 6 have 10 are
 3 went 7 lived 11 modern
 4 weren't 8 running

- 3 1 of 3 of 5 about 7 at
 2 along 4 on 6 in

- 4 1 native 5 running 9 help
 2 animal 6 attend 10 special
 3 opera 7 transport
 4 hunt 8 deliver

GAME

Aim To consolidate vocabulary from the module

- Divide the class into teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect then the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

Pompeii was an **ancient** Roman city in Italy.
 I live in a very **busy** city.
 My grandparents' village has a lot of **narrow streets**.
 They had **public baths** in Machu Picchu.
 The houses in Machu Picchu had **running water**.
 A volcano **destroyed** Pompeii in 79AD.
 The emperor ruled over a **powerful empire**.
 Native Americans **hunted for animals**.
 The Egyptians **transported goods** on the Nile.
 I saw a **science-fiction film** at the cinema last night.
 Ash, burned Pompeii after the **eruption**.
 My parents **grew potatoes** in their garden.
 The castle **dates back to** the 15th century.
 The new action film is a **must-see**.
 The film had a **thrilling plot**; I was on the edge of my seat.
 Ancient Egyptian women **looked after** the children.
 Native Americans **respected the environment**.
 The men **protected** their families.

Quiz

Answer Key

- 1 Near Naples, Italy
- 2 It was destroyed by a volcanic eruption.
- 3 In Scandinavia
- 4 The Pharaohs
- 5 The Beatles and the Rolling Stones
- 6 He walked on the moon.
- 7 In Peru

Language Review 5

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

- 8 It means 'old mountain'.
 9 It's in 3D.
 10 They are tents made of animal skins.

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 5 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 What type of film has cowboys in it? (A western)
- 2 In which mountain range is Machu Picchu? (The Andes)
- 3 What did ancient Egyptian boys study? (Hieroglyphics)
- 4 What is the name of the river ancient Egyptians transported goods along? (The River Nile)
- 5 Who built Machu Picchu? (The Incas)
- 6 When did Neil Armstrong walk on the moon? (In 1969)
- 7 What fashion style was popular in 1968 in the UK? (The hippy style)
- 8 Who discovered Greenland in AD 981? (Erik the Red/The Vikings)

Skills 5

Reading

1 a) **Aim** To read for gist

- Give Ss one minute to scan the text.
- Elicit answers to the question in the rubric.

Suggested Answer Key

The text is about the ancient Phoenician civilisation.

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

- Elicit answers to the question in the rubric.

Suggested Answer Key

- 1 Phoenicians lived/island/high/cold/beside
 - 2 Phoenicians/stars/give/light/guide/rule/trade
 - 3 Phoenicians traded/raw/food/shops/clothes
 - 4 Phoenicians alphabet/only/royalty/evolved/Greek/letters based on/hear/sounds/no letters
 - 5 Greeks created their alphabet/cheat/Romans/fewer letters/before/Romans/around 7th century BC
- Give Ss time to complete the task. Make sure Ss underline the words in the text that helped them to decide on an answer.
 - Check answers around the classroom.

Answer Key

- 1 D (Inhabited the east coast of the Mediterranean Sea)
- 2 B (Learn how to sail using the stars at night)
- 3 A (Like wood and glass, purple-coloured dye)

- 4 C (Based on sound)
- 5 C (The Roman alphabet evolved from the Greek alphabet)

2 **Aim** To read for specific information

- Give Ss time to reread the text and complete the task.
- Check answers around the classroom.

Answer Key

- 1 the east coast of the Mediterranean Sea
- 2 shipbuilders, sailors and traders
- 3 wood, glass and purple dye
- 4 Phoenician alphabet
- 5 they could communicate with their trading partners
- 6 the Roman alphabet

Listening

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

- Read through the **Study skills** box on p. 94 and remind Ss to always read through the questions carefully before choosing an answer.
- Read the instructions for the exercise aloud as Ss follow along. Give Ss a minute to read through the questions to be answered. Elicit answers to the question in the rubric.

Suggested Answer Key

An interview with an archaeologist and something about Roman ruins and Britain.

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

- Play the recording. Ss listen and mark their answers.
- Check answers around the classroom.
- Replay the recording, pausing after each statement from Ex. 3a is addressed. Ask Ss which words helped them to choose the right answer.

Suggested Answer Key

- 1 F, in London (in Wales)
- 2 F, Some locals told Emma... about the buildings (Nobody knew the buildings were there)
- 3 T, important because ... size (enormous ... this means they were very important)
- 4 T, isn't unusual to find ... ruins (is it common ... to find things from Roman times in Britain? ... Yes, quite common)
- 5 F, Emma once discovered ... (a man found ...)
- 6 F, 40 years (400 years)
- 7 T, defend their homes in Italy (their homes in Italy were under attack)

Speaking

- 4 a) **Aim** To speak about trips
- Direct Ss' attention to the *Study skills* box on p. 96.
 - Read out the rubric.
 - Have Ss underline the key words in the rubric (*place, what you saw/did, why visit, invite*)
 - Tell Ss that if they underline the key words (*in this case, they are the guidelines of what to include*) then they will be less likely to forget to include something.

- b) **Aim** To listen for gist

Explain the task to Ss and read through the task box. Play the recording for the first speaker and let Ss check their answers. If necessary, replay the recording. Repeat the process with the second speaker. Check answers.

Answer Key

	Anna	Paul
includes all points	✓	
seems to translate from mother tongue		✓
uses English phrases	✓	
sounds confident and fluent	✓	
uses correct English grammar structures	✓	

- 5 **Aim** To practise speaking about a trip

- Split Ss up into pairs. One Ss will be the examiner and the other will be the examinee. Give examinees a few minutes to write notes for what they will speak about, following the rubric from Ex. 4a. Meanwhile, examiners copy the table from Ex. 4b. Encourage examiners to take notes of any language errors.
- After those being examined finish, they must review their results with their partners.
- Partners switch roles and the process is to be repeated.

Suggested Answer Key

Place- Prague, Czech Republic

What I saw/did- saw the clock tower show, went to the Kafka museum

Why visit? beautiful and interesting city

Invite friend- "Why don't you come with me next time I go?"

Last month I went to Prague in the Czech Republic. I went to the museum of the writer Franz Kafka and watched the funny clock tower show in the centre. You should visit if you haven't already. It's a beautiful and interesting city. Why don't you come with me next time I go?

Writing

- 6 **Aim** To present how to write a postcard

- Direct Ss' attention to the rubric.
- Read the *Writing Tip* box to the class.
- Instruct Ss to read the rubric and underline any key words.
- Allow Ss some time to fill in their notes under the headings.

Suggested Answer Key

Place: Rome

Date of arrival: 10th August

Accommodation: hotel

Favourite place: The Coliseum

Date you return: 20th August

Feelings: happy, excited

- 7 a) **Aim** To identify sentences that can be used in a postcard

Explain the task. Allow Ss time to read the sentences and select the ones they think they can use. Check Ss' answers.

Answer Key

- Greetings from ...
- I'm staying at a beautiful ...
- It's the best holiday of my life.
- My family and I wanted to visit the art gallery but it was closed.
- Every morning we go sightseeing.

- b) **Aim** To learn how to start and finish a postcard

Explain the task. Read out the boxes and elicit answers from Ss around the class.

Answer Key

B

- 8 **Aim** To write a postcard

Explain the task. Instruct Ss to use their answers from Exs 4 & 5 to write their postcards. Allow them time to complete the task. Ask various Ss to read their answers out to the rest of the class.

Suggested Answer Key

Dear Laura,

Greeting from St Petersburg, Russia. I'm here with my family. We arrived on the 19th July and we're staying at a beautiful hotel. Every morning we go sightseeing. My favourite place was the Museum of Moscow History. It was amazing! We leave on the 26th July, which is tomorrow. I can't believe this holiday is over already! It's the best holiday of my life!

See you,

Marta

Russia 5

Reading & Listening

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

- Have Ss think of 3 questions
- Have Ss read the text for answers to their questions.

Answer Key

- 1 *Where was she born?*
- 2 *What did she do?*
- 3 *How did she die?*

2 **Aim** To read for detail

- Give Ss time to read the text.
- Answer the statements and check answers.

Answer Key

- 1 F 2 T 3 T 4 T 5 F

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

army officer (n): a person in a position of authority in the armed forces

governor (n): a politician in charge of a state/region

wealthy (adj): rich

private teacher (n): tutor

nanny (n): a person who looks after sb's children for a job

marry (v): to become the husband/wife of sb

empress (n): a woman who rules an empire

sole (adj): lone; the only one

ruler (n): leader

reign (n): the time when sb ruled

power (n): a strong and important country

develop (v): to grow; become

direction (v): leadership

improve (v): to get better

education (n): the teaching of various subjects at school or college

stroke (n): a condition when a blood vessel in the brain bursts often causing death

3 **Aim** To test knowledge of key words

- Check that Ss know the definition of the words in the box. Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 *governor*
- 2 *nanny*
- 3 *empress*
- 4 *educational*

Speaking & Writing

4 a) **Aim** To practise saying years

- Have Ss read out the listed years.
- Think of other dates to pronounce.

b) **Aim** To consolidate a topic

- Have Ss reread the text and make notes for the dates.
- Ask various Ss to present their findings to the class.

Answer Key

1729 – Catherine was born in Prussia on 2nd May.

1745 – She married the Grand Duke Peter at the age of 15.

1761 – She became the empress of Russia.

1796 – She died of a stroke on 17th November at the age of 67.

5 **Aim** To expand on a topic

- Give Ss time to research more information on Catherine the Great using the Internet.
- Ask various Ss to present their information to the class.

Suggested Answer Key

Catherine the Great was the longest ruling female leader of Russia. She presided over the age of the Russian Enlightenment. It was called the Golden Age of the Russian Empire. Her son, Paul I succeeded her to the throne after her death.

Have you ever ...?

Topic

In this module, Ss will explore the topics of holiday/adventure activities and experiences, means of transport, volunteering, social etiquette, gadgets and minor injuries/ailments.

Modular page

97

Lesson objectives: To give an overview of the module, to talk about exciting experiences

Vocabulary: Exciting experiences (*fly over a place in a helicopter, go camping, travel in a camper van, cycle across country, sail on a yacht, ride an elephant, drive a quad bike, go sightseeing on an open-top double-decker bus*)

6a Amazing Adventures

98-99

Lesson objectives: To read for specific information, to learn the present perfect (affirmative), to write an email about a holiday experience

Vocabulary: Activities (*climb a volcano, ride a camel, go bungee jumping, dive with sharks, ski down a mountain, jump out of a plane, swim with dolphins, try ice climbing*); Verb (*explore*); Nouns (*ferry ride, skyline, highlight, desert, river cruise, source, climate, coastline, ancient ruins, active volcano*); Adjective (*clear*); Phrase (*make a dream come true*)

6b Travel Experiences

100-101

Lesson objectives: To read for specific information, to learn the present perfect (negative & interrogative), to write a blog comment

Vocabulary: Means of transport (*tram, boat, bus, car, cable car, coach, lorry, helicopter, raft, van, scooter, gondola, ship, taxi, ferry, train, bike, canoe*); Nouns (*ghost, bouquet*); Adjectives (*weird, elderly, old-fashioned*); Phrases (*on board, wear my hair in a bun, lost in thought, puzzled look*)

6c Culture Corner

102

Lesson objectives: To read for specific information, to write a paragraph about tourist attractions

Vocabulary: Verbs (*date from, open up, explore, bury*); Adjectives (*impressive, incredible, panoramic, former*); Nouns (*bridge, chime, wheel, capsule, fort, prison, raven, tomb, figure*); Phrases (*high level walkman, guided tour, interactive exhibits, multimedia presentation, gothic church, traditionally crowned*)

6d Everyday English

103

Lesson objectives: Asking for help, to pronounce diphthongs /ɪə/, /i:/ and /eɪ/

Vocabulary: *information, opening times, admission, senior citizen, special discount, tea room*

6e Technology

104-105

Lesson objectives: To read for gist, to learn the difference between the past simple and the present perfect, to write about an embarrassing moment

Vocabulary: Gadget uses (*text friends, instant message someone, send an email, share photos, write a blog, chat online, play video games, look up maps, listen to music, download music/films, browse web pages, use a social networking site, use a search engine*); Gadgets (*smartphone, MP3 player, tablet computer, laptop, GPS receiver, video games console*); Nouns (*gadget, mode, spot, application*); Adjectives (*awkward, puzzled*); Phrases (*can't wait, smack-bang*)

6f Cultural Habits

106-107

Lesson objectives: To read for gist, to write a paragraph about social etiquette

Vocabulary: Social etiquette (*blow your nose in public, kiss sb you meet on the cheek, burp after a meal, smile at people, take off your shoes before going into sb's house, shake hands with sb you meet, point at people, eat everything on your plate, give flowers to the host, show the soles of your feet*); Verbs (*avoid, appreciate*); Nouns (*etiquette, globe, ground, respect, strength, advice, jealousy, secrecy, sole, host, index finger*); Adjectives (*polite, rude, thoughtful, disrespectful, confused, obliged*); Phrases (*make eye contact, shake hands, firm handshake, purse your lips, nod your head, side to side*)

6g Skills

108

Lesson objectives: To listen for specific information, to give medical advice

Vocabulary: Minor injuries/ailments (*cut your finger, have a fever, sprain your wrist, have a toothache, twist your ankle, have a cold/the flu, have a headache, have a nosebleed, have a sore throat, have a stomach ache, get sunburn*)

6h Writing

109

Lesson objectives: To read for specific information, to listen for gist, to write a story

6i Curricular: Science 110

Lesson objectives: To read for specific information, to make a presentation about GPS systems

Vocabulary: Verb (*transmit*); Nouns (*frequency, base station, antenna, cell*); Adjective (*sophisticated*); Phrase (*keep in touch*)

Language Review 6 111

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 6 112-113

Russia 6 114

Lesson objectives: To listen and read for specific information, to practise changing the passive to the active, to talk about Tsiolkovsky Museum, to summarise a text

Vocabulary: Verbs (*name after, divide, raise*); Nouns (*cosmonautics, rocket scientist, space exploration, man-made rocket, spaceship, space station, model, section, instrument, planetarium, meteorite*)

►► **What's in this module?**

Read the title of the module *Have you ever ...?* and ask Ss to suggest what they think it means. Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary

1 **Aim** To present vocabulary of exciting experiences

- Direct Ss' attention to the pictures on p. 97.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

2 **Aim** To listen for specific information

- Explain the task to Ss and then play the recording.
- Ss listen and make notes.
- Elicit answers to the questions in the rubric.
- If necessary, replay the recording.

Suggested Answer Key

John is describing photograph 4. He says it's a quiet open place in late summer. There is fine weather with a blue sky. He thinks the people are a group of friends. They are dressed in jackets and shorts and seem to be wearing helmets. They are crossing the field along what appears to be a path and they all seem happy and relaxed.

3 **Aim** To describe a picture

- Explain the task to Ss and give them time to make notes.
- Invite Ss to read their descriptions to the class.

Suggested Answer Key

Photograph 7

<i>The place</i>	<i>open sandy beach</i>
<i>The time of year</i>	<i>spring or summer</i>
<i>The weather</i>	<i>fine with sunshine and clear blue sky</i>
<i>The people</i>	<i>young man on his own</i>
<i>People's clothes</i>	<i>black trousers and shirt, brown boots, sunglasses</i>
<i>The activity</i>	<i>driving a quad bike</i>
<i>People's feelings</i>	<i>interested, concentrating on what he is doing, escaping from everyday routine</i>

I can see an open sandy beach with the sea in the background. It's probably spring or summertime and the weather is fine and sunny with a clear blue sky. There is a young man on his own in the photograph. He's wearing a pair of black trousers and a black shirt, together with brown boots and sunglasses. He's driving a quad bike and he seems to be very interested in this activity. He is obviously concentrating on what he is doing and it is a good chance for him to escape from his everyday routine.

OVER TO YOU!

Aim To personalise the topic

- Read the questions aloud and have Ss answer them with a partner.
- Elicit answers to the questions from various Ss.

Suggested Answer Key

I've been camping, I've travelled in a camper van and I've cycled across country. I went camping with my parents when I was a child and I travelled in a camper van with some friends last summer. I cycled on an organised bicycle tour two years ago. I would like to fly in a helicopter and drive a quad bike.

6a Amazing Adventures

Vocabulary

1 **Aim** To present vocabulary for activities

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

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

Listening & Reading

2 a) **Aim** To scan a text for specific information

- Give Ss a minute to scan the texts and to answer the question in the rubric.
- Elicit Ss' answers from various Ss.

Answer Key

Paul is in Perth, Australia. Sarah is in Egypt. James is in Sicily.

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

- Elicit answers to the question in the rubric.
- Play the recording. Ss listen and follow along to check.

Answer Key

*Arseny has taken a ferry ride and swum with dolphins.
Dina has ridden a camel.
Vlad has climbed a volcano.*

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

- Explain the task and ask Ss to reread the text and answer the questions.
- Check Ss' answers.

Answer Key

1 B 2 C 3 D

- Elicit/Explain the meaning of the words in the **Check these words** box

Suggested Answer Key

ferry ride (n): short trip by boat across a river or a small stretch of sea

skyline (n): outline of buildings (usually in a city) silhouetted against the horizon

make a dream come true (phr): make a wish become reality

clear (adj): clean, transparent

highlight (n): most exciting part of sth

explore (v): travel around and learn about a place

desert (n): large piece of land without much water or vegetation

river cruise (n): pleasure trip on a boat down a river

source (n): place where a river starts

climate (n): typical weather and temperature characteristics of a region

coastline (n): area of land that runs parallel to the sea

ancient ruins (n): archaeological remains of buildings

active volcano (n): mountain with a hole at the top which still actively erupts

3 **Aim** To identify collocations

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

Answer Key

1 E (*Arseny made his **dream come true** by swimming with dolphins.*)

2 D (*Arseny will **never forget** visiting Sicily.*)

3 A (*Paul **went on a ferry ride** to see Perth's city skyline.*)

4 C (*Swimming with dolphins was the **highlight of the trip** for Arseny.*)

5 B (*Dina thinks that **history comes to life** in Egypt.*)

Grammar

4 **Aim** To learn the present perfect

- Read through the table aloud as Ss follow along.
- Explain to Ss that we can use the present perfect to talk about past experiences.
- On the board, write *ski down a mountain*. Ask Ss if any of them have ever done it. Say and write the full sentence on the board (e.g. *Kate **has skied** down a mountain*).
- Next write *I down a mountain* and elicit answers from Ss, allowing them to look at their books if necessary.
- Draw a timeline and explain to Ss that the event happened sometime in the past, but we don't know exactly when.

- Tell Ss that we also use the present perfect to talk about something that started in the past and continues into the present.
- On the board write *Sam has lived in France for five years*. Ask Ss if Sam still lives in France (yes). Draw another timeline showing that the event started in the past and continues in the present.
- Give Ss time to find examples in the text and then check Ss' answers around the class.

Answer Key

I've been, I've already taken, I've also made, I've swum, I've already been ... and taken, I've done, I've ridden, I've seen ... and have gone, I've also climbed, Sicily has been

5 **Aim** To practise past participles

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

Answer Key

go – gone, work – worked, sleep – slept, walk – walked, read – read, swim – swum, see – seen, tell – told, give – given, eat – eaten, make – made

6 a) **Aim** To practise forming the present perfect

- Explain the task and remind Ss that the present perfect is formed with two verbs. Give Ss time to complete the task.
- Have Ss check answers with a partner and then check Ss' answers around the class.

Answer Key

- | | |
|----------------------|-----------------------------|
| 1 <i>has sailed</i> | 4 <i>has already ridden</i> |
| 2 <i>have flown</i> | 5 <i>has travelled</i> |
| 3 <i>have driven</i> | |

b) **Aim** To personalise the task

- Explain the task to Ss and give them time to make sentences for the things they have done that day.
- Elicit answers from various Ss.

Suggested Answer Key

*I have eaten breakfast. I have done my homework.
I have walked the dog. I haven't watched TV.
I haven't played football.*

7 **Aim** To practise distinguishing between *have been* and *have gone*

- On the board, write a list of cities, countries and places (e.g. *Italy, Prague, China, England, the beach, etc.*). Have various Ss tell the class where they have been, making full sentences (e.g. *I have been to Italy, Prague and the beach.*)

- On the board write *Diana has been to Italy and Diana has gone to Italy*. Ask Ss what the difference is (*have been* means that the person has come back and *has gone* means that they are still there).
- Ask the Ss what their family would say if sb asked where they were. (*He/She has gone to school/ university/English class.*)
- Give Ss time to complete the task and then check answers around the class.

Answer Key

- | | | |
|---------------------|--------------------|---------------------|
| 1 <i>have gone</i> | 3 <i>have gone</i> | 5 <i>have, been</i> |
| 2 <i>have, been</i> | 4 <i>has gone</i> | 6 <i>has been</i> |

Speaking & Writing

8 a) **Aim** To practise using the present perfect

- Explain the task and give Ss time to complete the table.
- Elicit answers from various Ss. Make sure they use full sentences.

Suggested Answer Key

Name	Place	Activities
Dina	Egypt	– go sightseeing – ride a camel
Vlad	Sicily	– see ancient ruins – go swimming – climbed Mount Etna

While on holiday in Perth, Arseny has taken a ferry ride and swum with dolphins.

While on holiday in Egypt, Dina has been sightseeing and ridden a camel.

While on holiday in Sicily, Vlad has seen ancient ruins, gone swimming and climbed Mount Etna.

b) **Aim** To personalise the task

- Have Ss answer the questions in the rubric with a partner.
- Give Ss time to write a few sentences.
- Elicit answers from various Ss around the class

Suggested Answer Key

I think Vlad's holiday in Sicily is the most exciting. Apart from seeing the ancient culture and enjoying the beautiful beaches, he's been to Mount Etna. For me, climbing a live volcano is really exciting!

c) **Aim** To write a short email

- Explain the task.
- Remind Ss to include everything in the rubric.
- Give Ss time to write their emails. Alternatively, this may be assigned as HW.
- Have Ss proofread each other's work before hand it in.

Suggested Answer Key

Hi Tammy!

I'm having a wonderful time here in Santorini, Greece. I'm staying at a small hotel. It's a really beautiful island and there is so much to do! I've driven around most of Santorini on a quad bike. I've been swimming every day and I've also tried scuba diving. It was amazing! Yesterday I went shopping for souvenirs and then I saw a film at an open air cinema. Tomorrow I plan to climb the volcano here! I'm so excited!

Bye for now,
Marta

6b Travel Experiences

Vocabulary

- 1 **Aim** To present vocabulary for means of transport

- Direct Ss' attention to the pictures on p. 100.
- Play the recording with pauses to allow Ss to repeat.
- Correct pronunciation when necessary.
- Elicit from Ss answers to the question in the rubric.

Answer Key

- | | | |
|-------------|--------------|---------|
| 1 cable car | 3 boat/ferry | 5 canoe |
| 2 coach/bus | 4 raft | 6 lorry |

Listening & Reading

- 2 a) **Aim** To stimulate interest in the topic
- Elicit answers to the questions in the rubric.
 - Ask Ss if any of them have or read blogs.

Answer Key

A blog is a kind of online diary. It normally gives a regular account of a person's experiences. You can see it on the Internet.

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

- Elicit answers to the question in the rubric.
- Play the recording. Ss listen and read along to check.

Answer Key

Nick's blog is about strange experiences while travelling. The blog mentions a bus, cars and a cable car.

- 3 a) **Aim** To read for specific information
- Have Ss read through the questions.
 - Give Ss time to reread the text and complete the task.
 - Check Ss' answers around the class.

- Elicit/Explain the meaning of the words in the **Check these words** box.

Answer Key

- 1 F 2 F 3 T 4 F 5 T

Suggested Answer Key

weird (adj): strange, uncanny
on board (phr): inside/on (a plane, ship, train, etc.)
elderly (adj): not young, past middle age
old-fashioned (adj): not modern, from a long time ago
get off the bus (phr): get out of/leave the bus
ghost (n): the spirit of a dead person
wear my hair in a bun (phr): twist my hair into a round ball fastened at the back of the head
bouquet (n): bunch of flowers
lost in thought (phr): not paying attention to your surroundings because you are thinking of sth else
puzzled look (phr): confused expression

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

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

Suggested Answer Key

Nick's experience impressed me the most. The bus seemed like a ghost bus because it didn't stop anywhere and went through a strange old-fashioned part of town. Nick saw the old ladies during the entire bus ride. Judy's lady may have got off the cable car when Judy turned away.

- 4 **Aim** To present the negative and interrogative forms of the present perfect

- Give Ss time to read through the table.
- Explain to Ss that we use yet in the negative form to indicate that we are planning to do the activity someday.
- Explain to Ss that we use ever in a question form to ask if someone has done sth before and during their lifetime.
- Give Ss time to find examples in the text.

Answer Key

Have you been, hasn't run, Have you ever seen

- 5 **Aim** To practise using the present perfect

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

Answer Key

- 1 Have you ever ridden ... have flown
- 2 has never been ... has been
- 3 Have you done, have swum, have climbed
- 4 haven't seen
- 5 Have they reached ... have just arrived
- 6 Has he been ... has travelled
- 7 Have you heard ... has been

6 **Aim** To practise using the negative and interrogative forms of the present perfect

- Explain the task and give Ss time to complete it.
- Give Ss time to ask and answer the questions with their partners.
- Check Ss' answers around the class.

Answer Key

- 2 *Have your parents ever travelled to San Francisco?*
Yes, they have./No, they haven't.
- 3 *Have you ever ridden a scooter?*
Yes, I have./No, I haven't.
- 4 *Has your teacher ever seen a ghost?*
Yes, he/she has./No, he/she hasn't.
- 5 *Have you ever been on a double-decker bus?*
Yes, I have./No, I haven't.
- 6 *Have your friends ever spent a night in a castle?*
Yes, they have./No, they haven't.

7 **Aim** To learn time expressions used with the present perfect

- Read out the table.
- Give Ss time to find examples in the text.
- Check Ss' answers around the class.

Answer Key

I've just come back, hasn't run since 1958, Have you ever seen

8 **Aim** To practise using time expressions with the present perfect

- Explain the task to Ss and give them time to select the correct words.
- Check Ss' answers around the class.
- Give Ss time to write sentences using the words they didn't use.
- Check Ss' answers from various Ss around the class.

Suggested Answer Key

- 1 *never/Have you ever been to Spain?*
- 2 *since/Bill has lived in New York for three years.*
- 3 *already/Susan hasn't booked her bus tour yet.*
- 4 *for/I haven't swum since last summer.*
- 5 *ever/I have never ridden on an elephant.*
- 6 *just/The bus hasn't arrived yet.*
- 7 *just/Rob and Ann haven't come back from their holidays yet.*
- 8 *yet/I have already heard that strange story.*

Writing

9 **Aim** To write a comment on a blog

- Explain the task.
- Remind Ss to include all of the information in the rubric.
- Alternatively, this may be assigned as HW.

- Invite various Ss to read their comments to the class.

Suggested Answer Key

I think I've seen a ghost too! One Saturday last autumn my friend Tom and I went walking in the mountains. We planned to stay at a village hotel that night, but late in the afternoon we lost our way. Suddenly we saw a small stone cottage and stopped to ask for directions. A little old lady dressed in an old-fashioned cap and long dress came to the door. Smiling sweetly, she invited us inside. We ate a huge meal in her cosy kitchen. Then, the old lady very kindly insisted we stay the night. The next morning we stopped for a coffee at the village hotel. The hotel owner wasn't surprised when he heard our story. "Many hikers have stayed with old Mrs Herne," he said. "She's been dead for eighty years and her cottage has stood empty ever since!" We felt really scared when he said that.

6c Culture Corner

Listening & Reading

1 **Aim** To stimulate interest in the topic & predict content

- Direct Ss' attention to the pictures on p. 102.
- Elicit answers to the questions in the rubric.

Suggested Answer Key

I think the pictures show sights in London. I know the London Eye is a big wheel you can ride on.

2 **Aim** To read for detailed information

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

Answer Key

- | | |
|---------------------|-----------------------|
| 1 Elizabeth Tower | 3 Tate Modern |
| 2 Westminster Abbey | 4 The Tower of London |

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

impressive (adj): having the ability to impress/amaze you
pass (v): to move past without stopping
walkway (n): a raised path for people to walk along
engine room (n): a room that has an engine in it
chime (v): to make a ringing sound
mechanism (n): the workings of a machine
wheel (n): a circular object that can move which is part of a machine
capsule (n): a small compartment that people can travel in
panoramic view (phr): a view of the whole horizon
fort (n): a strong building where soldiers live
prison (n): a jail

Module 6

ravens (n): large black birds

former (adj): sb/sth that used to be sth/sb else/ex-

power station (n): a place where fuel is converted into electricity

interactive exhibit (phr): a display that people can touch and interact with

multimedia presentation (phr): when information is given in a number of different forms e.g. video, audio, slideshow, etc

exhibition (n): a public event where art or objects of interest are displayed

gothic (adj): dating from the Middle Ages

crowned (pp): being made king or queen in a coronation ceremony

tomb (n): a large grave above ground usually made of stone

famous figure (phr): famous/well-known person

3 **Aim** To practise vocabulary

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

Suggested Answer Key

1 former 3 chime 5 exhibitions
2 passing 4 tomb 6 impressive

Speaking

4 **Aim** To write about tourist attractions in Ss' country

- Explain the task and give Ss time to write their paragraphs.
- Invite various Ss to read their paragraphs to the class.

Suggested Answer Key

Pokrovsky Sobor (Saint Basil's Cathedral) in Moscow is a famous tourist attraction. Dating from the 1550s and the time of Ivan the Terrible, it is full of history. Visitors can see amazing architecture, beautiful artworks and historical images.

Moscow's Kremlin is a very interesting and historic site. Not only is it where the President of the Russian Federation lives but it is also a fascinating museum. Visitors can visit the palaces where the Tsars lived, and learn about the history of war and weaponry in the Arsenal and the Armoury. They can also see amazing artefacts like the Tsar Cannon and the Tsar Bell.

6d Everyday English

Listening & Reading

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

- Explain to Ss that the phrases in the list come from the dialogue.

- Play the recording with pauses for Ss to repeat.
- Correct pronunciation if necessary.

b) **Aim** To identify speakers

- Explain the situation.
- Play the recording. Ss listen and do the task.

Suggested Answer Key

Andrei: I'm thinking of visiting the gallery next week, I'd like some information, please, How much is the admission, please?

Assistant at the Information Desk: We have a tea room., It's open all day., I hope you enjoy your visit.

Pronunciation

3 **Aim** To pronounce diphthongs /tə/, /i/ and /e/

- Play the recording with pauses for Ss to repeat.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

here – fear week – beach again – rain

Speaking

4 **Aim** To practise asking for information

- Explain the task and give Ss time to create dialogues with their partners.
- Invite various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Thank you for calling the National Museum. How can I help you?

B: Hello, I'm thinking of visiting the gallery tomorrow and I'd like some information, please.

A: Certainly.

B: Can you tell me what your opening times are?

A: Of course, we're open from 10-6 Mondays to Saturdays.

B: OK, and how much is the admission charge?

A: Tickets are £8.50 for adults and £5.50 for children and senior citizens. There's a special discount for groups.

B: That's great! Thank you very much.

A: You're welcome. I hope you enjoy your visit.

6e Technology

Vocabulary

1 a) **Aim** To present vocabulary related to using gadgets

Play the recording with pauses to allow Ss to repeat chorally and/or individually. Correct pronunciation if necessary.

- b) **Aim** To present vocabulary related to gadgets
- Explain the task and give Ss time to complete it.
 - Check Ss' answers around the class.

Suggested Answer Key

We can listen to music on an MP3 player.
 We can share photos on a tablet computer.
 We can send an email on a laptop.
 We can look up maps on a GPS receiver.
 We can play video games on a video games console.

Reading

- 2 a) **Aim** To stimulate interest in the topic
 Elicit answers to the question in the rubric.

Answer Key

You can see forums on the Internet.

- b) **Aim** To predict the content of a text
- Elicit answers to the question in the rubric.
 - Give Ss time to read through and check.

Suggested Answer Key

This forum is about embarrassing moments people have had with their gadgets.

- 3 a) **Aim** To read for structure
- Explain the task and give Ss time to complete it.
 - Ss compare answers with a partner.
 - Check Ss' answers around the class.

Answer Key

- 1 D ... a few awkward moments ... The worst ...
- 2 F ... I decided to use it to walk to a restaurant ... I took it out of the car ... entered the name of the restaurant.
- 3 B ... There was the restaurant. ... I felt so stupid ...
- 4 A ... cool smartphone ... try it out.
- 5 E ... ice cream all over my face ... embarrassed.

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

gadget (n): small useful tool or device
awkward (adj): embarrassing
mode (n): electronic programme or setting
spot (n): place
puzzled (adj): confused
can't wait (phr): feel very excited about sth you are expecting in the future
application (n): a piece of software which carries out a specific task
smack-bang (phr): directly and with force

- b) **Aim** To personalise the task
- Play the recording. Ss listen and read.
 - Have Ss discuss their answer to the question in the rubric with a partner.

Suggested Answer Key

I think the second story is the most embarrassing. It's pretty stupid not to look in front of you when you walk. The other person could be very annoyed about their ice cream, too!

Grammar

- 4 **Aim** To recognise the differences between using the past simple and the present perfect

- Read out the theory box.
- Give Ss time to find examples in the text.
- Check Ss' answers around the class.

Answer Key

Past simple: was, moved, bought, could, decided, took, entered, followed, found, was, painted, was, felt, understood, was, took, was, bought, was, couldn't, took, started, was, was, walked, went, laughed, was, had

Present perfect: 've had, 've ever had

- 5 **Aim** To compare the past simple and the present perfect

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

Answer Key

- | | |
|----------------------|---------------------|
| 1 sent | 6 haven't received |
| 2 has had | 7 has been |
| 3 Have you ever used | 8 have you sent |
| 4 had | 9 Have you ever had |
| 5 bought | 10 left |

- 6 **Aim** To distinguish between the use of the past simple and the present perfect

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

Answer Key

- 1 won ... have/'ve just heard
- 2 Have you seen ... was
- 3 have had ... bought
- 4 has not/hasn't visited ... chatted
- 5 told

- 7 **Aim** To practise time expressions used with the past simple and the present perfect

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

Module 6

Answer Key

- | | | |
|-----------|----------|-------|
| 1 since | 4 ever | 7 yet |
| 2 never | 5 always | 8 ago |
| 3 already | 6 just | |

Speaking & Writing

- 8 **Aim** To write a short paragraph about an embarrassing moment

- Explain the task and remind Ss to include all of the points in the rubric.
- Alternatively, this may be assigned as homework.
- Give Ss time to write their paragraphs then ask various Ss to read them aloud.

Suggested Answer Key

One evening I was at home watching TV with my family. My mobile phone rang and I saw a number I never call on the screen. It was an old friend of mine in Germany. I wondered what she wanted as we no longer kept in touch. "Hello, Anna," I said. "How are you? I haven't heard from you in ages."

"But you sent me a text message and told me to phone you," she replied. "You said it was urgent!"

Then I realised it was a message for my sister Amber. I sent the message to the wrong person by mistake! I've never felt so embarrassed.

6f Cultural Habits

Vocabulary

- 1 **Aim** To present vocabulary related to social etiquette

- Direct Ss' attention to the pictures on pp. 106-107.
- Play the recording with pauses to allow Ss to repeat, chorally and/or individually.

- 2 **Aim** To personalise the task

- Have Ss discuss the questions in the rubric with a partner.
- Invite various Ss to share their answers with the class.

Suggested Answer Key

In my country it's impolite to point at people.

Listening & Reading

- 3 a) **Aim** To predict the content of the text

- Explain the task and give Ss time to read the title and the headings.
- Elicit answers to the question in the rubric.

Suggested Answer Key

The text is going to be about what is considered polite and impolite behaviour in different parts of the world.

- b) **Aim** To read for gist/consolidate a text

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

Suggested Answer Key

Para 1 – People don't look into each other's eyes in China.

Para 2 – A firm handshake in Turkey is considered rude.

Para 3 – Red and yellow flowers suggest negative ideas in Italy and Poland.

Para 4 – In Thailand you shouldn't point your feet at others.

Para 5 – Don't point at someone using your finger in Malaysia and the Philippines.

Para 6 – Bulgarians nod their head for no and shake it for yes.

Para 7 – It's polite to leave food on your plate in China and Korea.

- c) **Aim** To read for specific information

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

Suggested Answer Key

1 F ... many Chinese people will look at the ground when they greet you. It is a way to show respect.

2 H ... a firm handshake is very rude and they see it as a sign of anger.

3 B ... yellow flowers ... are used at funerals ... indicate jealousy ... red ones show secrecy.

4 C Be careful what you do with your feet ... that doesn't mean you should put your feet up on the coffee table!

5 A In the Philippines, people only point by moving their eyes towards a person ... or even by pursing their lips and pointing with their mouth.

6 G ... nodding your head up and down means no, while shaking your head from side to side means yes!

7 D In some parts of the world it's polite to eat all of the food on your plate ... but in China and Korea, you should leave something.

- Elicit/Explain the words in the **Check these words** box.

Suggested Answer Key

etiquette (n): rules of polite behaviour

polite (adj): well-mannered

rude (adj): ill-mannered; not polite

globe (n): world

ground (n): surface of the earth

respect (n): good opinion of others

make eye contact (phr): to look sb straight in the eye

avoid (v): to choose not to do sth
shake hands (phr): to greet sb by taking their hand in yours and moving it up and down
strength (n): ability and reliability
firm handshake (phr): the act of shaking hands with a strong grip
thoughtful (adj): considerate; kind
advice (n): useful suggestion
jealousy (n): envy; wanting what sb else has
secrecy (n): the act of hiding sth from being known to others
disrespectful (adj): not showing respect
sole (n): underneath part of the foot
host (n): person who invites you to their house
index finger (n): finger next to the thumb
purse your lips (phr): gather the lips so that the mouth makes a small 'o' shape
nod your head (phr): move your head in an up-and-down motion
side to side (phr): (of a movement) repeatedly to the left and to the right
confused (adj): mixed up; unclear
appreciate (v): be grateful for
obliged (adj): acting from necessity

4 **Aim** To learn collocations

- Give Ss time to complete the task.
- Ask Ss to read their sentences to the class.

Answer Key

- | | | |
|---------------|---------|--------------|
| 1 to make eye | 4 firm | 7 body |
| 2 nod | 5 show | 8 thoughtful |
| 3 social | 6 index | |

Suggested Answer Key

- In my culture, we nod our heads when we mean yes.
- It is a good idea to learn about social rules before you travel abroad.
- I don't trust someone if they don't have a firm handshake!
- In Japan, taking off your shoes before entering a home shows respect to your host.
- It's rude to point with your index finger in some Asian countries.
- We must be careful not to insult people of another culture with our body language.
- Giving a thoughtful gift when you visit someone's home is common in most cultures.

5 **Aim** To consolidate information from a text

- Explain the task to Ss and have them work in pairs or small groups.
- Invite various Ss to share their answers with the class.

Answer Key

Country	Do	Don't
China	- look at the ground when you greet a stranger - leave some food on your plate	- make eye contact with people - eat everything on your plate
USA	- make eye contact when you greet a stranger - shake hands with a firm grip	- look at the ground when you greet sb - shake hands with a loose grip
Turkey	- shake hands with a loose grip	- shake hands with a firm grip
Poland	- bring a gift of flowers to a party	- bring yellow flowers
Thailand	- be careful what you do with your feet	- point your feet at someone - put your feet up on a table
Malaysia	- point using the whole fist and thumb	- point using the index finger
Philippines	- point by moving the eyes or pursing the lips	- point using the hand
Bulgaria	- nod your head to say no - shake your head to say yes	- nod your head to say yes - shake your head to say no
Korea	- leave some food on your plate	- eat everything on your plate

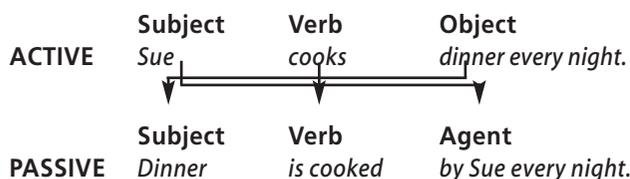
Suggested Answer Key

In China, look at the ground when you speak to strangers. Don't make eye contact with people. Leave some food on your plate at a host's house. Don't eat everything.
 In the USA, follow the same social rules for greeting strangers as you do in Europe.
 In Turkey, shake hands with a firm grip, not a loose grip.
 In Poland, you can bring a gift of flowers to a party, but not yellow flowers.
 In Thailand, be careful what you do with your feet. Don't point your feet, or the soles of your feet at someone and don't put your feet up on a table.
 In Malaysia, point using the whole fist and thumb, not the index finger.
 In the Philippines, don't point with the hand. Point by moving the eyes or pursing the lips.
 In Bulgaria, you should nod your head when you mean no and shake your head when you mean yes.
 In Korea, leave some food on your plate at a host's house. Don't eat everything.

Grammar

6 **Aim** To present the passive

- Write on the board.



- Explain how we form the passive voice (*the verb 'to be' + past participle of the main verb*).
- Ask Ss to look at the sentence in the passive. Ask Ss: *What happens to the subject in the active voice?* (It becomes the agent in the passive voice.) Ask: *What happens to the object of the active voice?* (It becomes the subject.)
- Explain that we use the passive to talk about actions when the person who does the action is unknown, unimportant or obvious from the context; when the action is more important than the person who does it; in formal situations (*e.g. on signs, etc*). Explain how we turn an active sentence into a passive one using the example in the table.
- Elicit all the passive forms in the text on p. 106 and write them on the board.

Answer Key

are used, were given

7 **Aim** To practise the passive

Give Ss time to complete the task. Ask Ss to omit the agent where necessary. Check Ss' answers.

Answer Key

- In many countries handshakes are offered as a greeting.*
- Sweets and flowers are given as gifts by people to their host in Malaysia.*
- He was kissed three times on the cheek.*
- Dinner is served at 7 o'clock.*
- Flowers were offered to the hostess.*

Speaking & Writing

8 **Aim** To personalise the topic

- Give Ss time to discuss their answers with a partner.
- Elicit answers from various Ss around the class.

Suggested Answer Key

It is also considered polite to make eye contact when speaking to someone. We bring flowers and other gifts to our host when we visit their home. It can be a bit rude to point with our index finger, particularly if we point at a person. When it comes to eating, we usually finish all the

food on our plate to show our host that they have cooked a delicious meal!

9 **Aim** To write a short paragraph about social etiquette

- Give Ss time to write their paragraphs. Alternatively, this may be assigned as HW.
- Have Ss proofread each other's work before hand it in.

Suggested Answer Key

In my country, if someone invites you for a meal, you should arrive about 15 minutes late. This gives the host extra time to prepare. It's also polite to offer help preparing or cleaning up after the meal. When eating, try a little bit of everything on the table. If you bring the host a present, they should open it immediately.

6g Skills

Vocabulary

1 **Aim** To present vocabulary related to minor injuries/ailments

- Direct Ss' attention to the pictures on p. 108.
- Play the recording with pauses so Ss can repeat.
- Correct pronunciation when necessary.

Answer Key

1 B	4 A	7 E	10 F
2 I	5 K	8 J	11 H
3 C	6 G	9 D	

2 **Aim** To ask questions about minor injuries/ailments using the present perfect

- Explain the task and give Ss time to ask and answer questions with a partner.
- Elicit answers from various Ss around the class, asking *Has anyone ever cut their finger/ had a nosebleed/twisted their ankle, etc?*

Suggested Answer Key

A: *Have you ever had a fever?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever sprained your wrist?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a toothache?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever twisted your ankle?*

B: *Yes, I have./No, I haven't.*

5 **Aim** To analyse a rubric

- Give Ss time to read the rubric and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 a story
- 2 readers of your school's English magazine/your fellow-students
- 3 a(n) exciting/scary/embarrassing experience

Listening & Writing

6 **Aim** To listen for gist and write a story

- Explain to Ss that you will play a recording of a story that is similar to what they are to write.
- Ss listen and take notes to answer the questions in the plan.
- Elicit answers from various Ss.
- Give Ss time to write their stories, reminding them to follow the plan and to use sequencing words.
- Alternatively, this may be assigned as HW.
- Invite various Ss to read their stories to the class.

Answer Key

Para 1:

Who? Jane

Where? on a plane going to Ireland

When? last winter

What? Jane's first time on a plane – cousins to meet her at airport

Paras 2-3:

What happened? went through check-in – boarded plane – stormy weather – everything went smoothly at first – plane started jumping around – stewardess said not to worry – plane began tipping from side to side
What was the main event? plane dived towards ground very fast

Para 4:

What happened in the end? landed safely at airport – Irish cousins laughed – pilots dive to avoid air pockets
How did Jane feel? very relieved to be on the ground

Suggested Answer Key

Last winter Jane was on a plane going to Ireland. It was her first time on a plane and her cousins planned to meet her at the airport.

She went through check-in and a little while later boarded the plane. Outside, the weather was stormy. People fastened their seatbelts and the plane rose up into the air. Everything went smoothly at first. Then, suddenly, the plane started to jump around. The stewardess said there was nothing to worry about but Jane got scared when it began to tip from side to side. Finally the plane dived towards the ground at high speed. Jane expected it to crash and screamed, closing her eyes in terror.

Finally, they landed safely at the airport. Jane's cousins laughed when they heard the story. They said pilots often dive to avoid air pockets. Jane still felt relieved to be on the ground.

6i Curricular: Science

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

- Direct Ss' attention to the picture on p. 110.
- Have Ss discuss their answers to the question in the rubric.
- Elicit answers from various Ss around the class.
- Play the recording. Ss listen and check.

Suggested Answer Key

A mobile phone network works by using radio waves. It carries calls and messages back and forth by means of a base station.

2 **Aim** To read for specific information

- Give Ss time to reread the text and complete the task.
- Check Ss' answers around the class.

Answer Key

1 T 2 F 3 F 4 T 5 T

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

keep in touch (phr): to maintain contact

sophisticated (adj): advanced; complex

frequency (n): number of times a sound wave vibrates within a specified time

base station (n): antenna on top of a building, mountain, etc, that relays telephone calls

antenna (n): device for sending and receiving electronic signals

cell (n): geographical area covered by a base station

transmit (v): to send (a message, picture, etc.)

3 **Aim** To learn synonyms

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

Answer Key

1 get through 3 transmits 5 network
2 disguise 4 frequency

4 **Aim** To do online research/make a presentation

- Have Ss read through the rubric.
- Give Ss time to research the topic with a partner or in a group.

- Alternatively, the task may be assigned as HW.
- Invite various Ss to present their research to the class.

Suggested Answer Key

The GPS (Global Positioning System) works by satellite. The GPS communicates with satellites by means of radio waves. This gives it precise information as to its location. If the radio waves are blocked, when the GPS is in a tunnel, for example, then the GPS may not recognise where it is. Having established its location by satellite, the GPS reports it to the driver, using measurements of latitude and longitude. These measurements enable the GPS to plot a map on the GPS screen.

There are at present 30 GPS satellites owned by the USA and Russia, but other countries around the globe are developing their own GPS satellites too.

Language Review **6**

- 1 1 contact 5 thought 9 burp
 2 ruins 6 handshake 10 attraction
 3 active 7 opening
 4 climate 8 cruise

- 2 1 social 5 index 9 room
 2 blow 6 purse 10 senior
 3 radio 7 puzzled
 4 firm 8 panoramic

- 3 1 on 3 on 5 on 7 on 9 by
 2 in 4 by 6 on 8 by 10 on

- 4 1 cut 3 van 5 nod 7 discount
 2 true 4 touch 6 guided

- 5 1 on 3 to 5 on 7 on
 2 in 4 on 6 through 8 in

GAME

Aim To consolidate vocabulary from the module

- Divide the class into teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect then the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

Steve's favourite **gadget** is his MP3 player.

We got our puppy from the **animal shelter**.
 I can use my tablet PC to **browse a web page**.
 It is rude to **point at people**.
 I tried to **text someone** yesterday but my mobile phone ran out of battery.
 I **chat online** with my friends from America.
 I want to **write a blog** about football so people from around the world can read it.
 If you **twist your ankle** it really hurts!
 I feel terrible today; I think I **have a cold**.
 I had some sour milk before, now I **have a stomach ache**.
 I felt so **awkward** when I tripped in class.

Quiz

Answer Key

- 1 F (The Nile is in Egypt)
- 2 T
- 3 F (In Italy, yellow flowers indicate jealousy and red ones show secrecy.)
- 4 T
- 5 T
- 6 T
- 7 T
- 8 T
- 9 T
- 10 F (In Bulgaria, nodding your head up and down means 'no'.)

Suggested Answer Key

- 1 The River Nile is in Egypt. (T)
- 2 VSO only takes experienced volunteers. (F – You don't have to be experienced.)
- 3 A Korean host likes you to eat all the food on your plate. (F – In Korea, it's polite to leave some food on your plate.)
- 4 Mount Etna is the largest active volcano in the world. (F – It's the largest active volcano in Europe.)
- 5 You shouldn't give yellow flowers in Poland and Bulgaria. (F – You shouldn't give yellow flowers in Poland and Italy.)
- 6 A mobile phone is a kind of radio. (T)
- 7 VSO started in San Francisco. (F – It started in London.)
- 8 There are ancient ruins in Sicily. (T)
- 9 Mobile phones can't work without antennas. (T)
- 10 In the Philippines people point with their lips. (T)

Skills **6**

Listening

- 1 a) **Aim** To introduce the topic
 - Give Ss time to answer the questions in the rubric in pairs.
 - Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 Yes, I spent two weeks at a summer camp supervising younger children.
- 2 Of course volunteers make a difference. Many needy groups, such as old people, the homeless, orphans and other disadvantaged children can benefit from the work of volunteers.
- 3 I suppose volunteers can be of all ages and social backgrounds. It depends on the kind of work they are volunteering for. Young people, for example, may be more likely to volunteer for hard physical work. The main point is that volunteers are caring sensitive people who want to help others.

b) **Aim** To stimulate interest in the topic

- Ask Ss to read through the table.
- Give Ss time to brainstorm more positive and negative things for the table.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Positive things about volunteering	Negative things about volunteering
<ul style="list-style-type: none"> • learn a new language • get to know local culture and customs • experience a complete life change 	<ul style="list-style-type: none"> • experience culture shock • become ill/contract a tropical disease • feel homesick

c) **Aim** To practise pre-listening skills

- Have Ss read through the sentences (A-F) in Ex. 1d.
- Explain the task and have Ss work in pairs.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- B was surprised to find people from so many different countries
- C didn't expect to form warm friendships with so many people
- D stayed longer than they meant to at first
- E keeps in contact with the children
- F says volunteers see a country through different eyes

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

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

Answer Key

- 1 E 2 A 3 F 4 B 5 D

Speaking

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

- Direct Ss' attention to the **Study skills** box and read it aloud.

- Explain the task.
- Play the recording. Ss listen and fill in the gaps.
- Give Ss time to complete the rest of the task in the rubric. Explain that speculate means to think about sth and to give your own personal opinion about it.
- Check Ss' answers around the class.

Answer Key

- 1 bus 3 coloured 5 change
2 behind 4 sending

Sentence which speculates on the scene: They all seem to be enjoying themselves so they are probably on a school trip somewhere.

b) **Aim** To speculate about a scene

- Have Ss discuss their own speculations about the scene with a partner.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- A: Maybe they are going to visit a local tourist attraction.
B: Yes, or they could even be going home from school!
They're probably thinking what they're going to do when they meet up with the friends they're texting.
A: They certainly seem to be in a good mood, anyway!

c) **Aim** To describe a photo

- Have Ss describe the photo in pairs.
- Elicit descriptions from various Ss.
- Give Ss time to answer the questions with a partner.
- Check Ss' answers around the class.

Suggested Answer Key

The picture shows a group of people at a bus stop who are about to get on a bus. The woman is first in the queue and there are a couple of men behind her. They are boarding at the front of the bus and the weather seems to be rather cold, judging by the people's clothes. Maybe they are travelling to work. They certainly don't appear to be tourists. I think this is probably somewhere in London, as the bus looks like the traditional red ones they have there.

- 1 I don't think anyone is especially enjoying their travel experience as they are probably going to or from work. It's just part of their daily routine.
- 2 My favourite travel experience was when I went touring around southern Greece with my friend on his motorbike. We saw such wonderful places and felt so carefree that I will never forget it!
- 3 My least favourite means of transport is the bus. Buses in the city where I live always get stuck in traffic jams and your journey takes forever! It's often smelly and crowded and you sometimes have to stand for ages because the bus is so full.

Reading

- 3 a) **Aim** To read for gist
- Give Ss thirty seconds to skim the text.
 - Elicit answers to the question in the rubric from various Ss.

Suggested Answer Key

The text is about the Trans-Siberian Railway and some general advice for people who want to travel on it.

- b) **Aim** To consolidate a text/read for gist
- Explain the task.
 - Give Ss time to read the text and to match the headings to the paragraphs.
 - Check Ss' answers around the class.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 G | 5 F | 7 A |
| 2 H | 4 E | 6 C | |

- 4 a) **Aim** To recognise informal writing
- Read through the **Writing Tip**.
 - Give Ss time to read through the rubric.
 - Have Ss decide, in pairs, which beginning/ending to use.
 - Elicit answers from various Ss.

Answer Key

The most suitable beginning/ending is Peter, ... See you, Jack

- b) **Aim** To practise using informal language in notes
- Explain the task to Ss and give them time to complete it.
 - Go over answers on the board.

Suggested Answer Key

- 1 Sorry, but can't go out tonight.
- 2 Have to go to animal shelter to help. Someone there is sick.
- 3 Won't be back until midnight.
- 4 Why not go out tomorrow?
- 5 Call if you need anything.

- c) **Aim** To write an informal note
- Give Ss time to write their notes. Remind them to follow the guidelines in the rubric.
 - Alternatively, assign the task as HW.
 - Invite various Ss to read their notes to the class.

Suggested Answer Key

Peter,
 Sorry, but can't go out tonight. Have to go to animal shelter to help. Someone there is sick. Won't be back until midnight. Why not go out tomorrow? Call if you need anything.
 See you,
 Jack

Russia 6

Reading & Listening

- 1 **Aim** To listen and read for information
- Ask the Ss to explain what they know about Konstantin Tsiolkovsky.
 - Play the recording to the class. Ss listen and read and find out.

Answer Key

Tsiolkovsky was a Russian rocket scientist.

- 2 **Aim** To read for specific information
- Give Ss time to re-read the text.
 - Elicit the answers from Ss around the class.

Answer Key

- 1 1967
- 2 The history of modern space exploration.
- 3 At the planetarium.
- 4 Outside in a garden.

- 3 **Aim** To read and identify passive forms
- Re-read the text.
 - Ss rewrite the passive into active forms.

Suggested Answer Key

The museum opened in 1967. People named it after the Russian rocket scientist, Konstantin Tsiolkovsky (1857-1935). People divided it into three parts. People can see real rockets that cosmonauts used in early space exploration ... and millions of people have visited it over the past forty years.

Speaking & Writing

- 4 **Aim** To elaborate on a topic
- Split Ss into pairs.
 - Ss think of reasons to visit the museum.

Answer Key

- 1 The museum has many exhibitions.
- 2 You can see a real meteorite!

- 5 **Aim** To summarise a text
- Ss write a summary of the text.
 - Ss present it to the class.

Suggested Answer Key

The Tsiolkovsky Museum of the History of Cosmonautics is in Kaluga city. It was opened in 1967. It is named after a famous Russian scientist called Konstantin Tsiolkovsky. The exhibition area is large and divided into three parts. You can see rockets, models and even a meteorite! There is also a planetarium. It receives many visitors every year.

REVISION KEY

Revision 1

- 1 1 English 5 Polish 9 French
 2 Spanish 6 German 10 American
 3 Russian 7 Irish
 4 Brazilian 8 Italian
- 2 1 pilot 5 plump 9 music
 2 author 6 lip 10 eyes
 3 woodwork 7 Geography
 4 Tuesday 8 July
- 3 1 curly 3 necks 5 lips 7 late
 2 moustache 4 height 6 dark
- 4 1 isn't 4 am 7 Are 10 can't
 2 Has 5 Have 8 Can
 3 aren't 6 can't 9 hasn't got
- 5 1 They 3 Her 5 Who's
 2 How 4 His
- 6 1 taller 4 the most difficult
 2 heavier 5 the oldest/eldest
 3 the shortest
- 7 1 I'm fine, thanks. 4 How's it going?
 2 Have a nice evening. 5 Nice to meet you.
 3 See you later. 6 Are you Tony?

8 Suggested Answer Key

My name is Igor Filipov. I'm 15 years old. I'm Russian. I'm tall and I've got short brown hair and brown eyes. My favourite school subject is Geography. I'm very good at football. It's my favourite sport.

Revision 2

- 1 1 cushions 5 popular 9 forest
 2 view 6 pillow 10 level
 3 home 7 way
 4 floor 8 friendly
- 2 1 garden 3 washbasin 5 towel
 2 dishwasher 4 iron
- 3 1 baker's 3 chemist's
 2 butcher's 4 post office
- 4 1 There 5 any 9 knives
 2 that 6 on 10 men
 3 along 7 any
 4 some 8 children
- 5 1 a 2 a 3 an 4 The
- 6 1 b 3 b 5 a 7 a
 2 a 4 b 6 b

7 Suggested Answer Key

My favourite room in my house is the living room. There is a big sofa, two armchairs and a TV. There is also a large bookcase and a desk with a computer. There's a big window with a great view of the garden. It's a very bright room.

Revision 3

- 1 1 promises 5 staff 9 rare
 2 stare 6 poisonous 10 tiring
 3 bite 7 exotic
 4 typical 8 chores
- 2 1 washes 6 doesn't work
 2 don't want 7 Do you walk
 3 make 8 is
 4 Does he often get up 9 Does he play
 5 catches 10 doesn't have
- 3 1 packed 3 uniform 5 skills
 2 Switch 4 part
- 4 1 in 2 at 3 on 4 in 5 on
- 5 1 have to 3 well 5 carelessly
 2 should 4 shouldn't
- 6 1 E 2 A 3 B 4 C 5 D

7 Suggested Answer Key

On a typical Saturday, I wake up at around eight o'clock. In the morning, I eat breakfast with my family. Then, I usually do my homework. In the afternoon, I usually go to the park with my friends. Sometimes we play football for hours. When I come home, I usually watch TV with my dad. In the evening, I sometimes go to the cinema with my friends. We always watch a comedy. I go to bed at around 11 pm.

Revision 4

- 1 1 coast 5 flea 9 drop
 2 freezing 6 display 10 season
 3 trainers 7 stalls
 4 boiling 8 map
- 2 1 salmon 3 beef 5 yoghurt
 2 eggs 4 carrots
- 3 1 Does Ben always wear 6 wants
 2 are watching 7 Do they eat
 3 is not/isn't taking 8 is drinking
 4 snows
 5 is shining

- 4 1 a few 3 much 5 many 7 few
2 much 4 a little 6 a lot of

- 5 1 is not/isn't going to wear
2 are Max and Amy going to do
3 are going to meet
4 is going to shop
5 Are you going to have

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

7 Suggested Answer Key

Hi Claire!

Greetings from The Festival of the Sun. The weather's great! It's sunny and warm. It lasts from 17th - 24th June. People are wearing colourful costumes and they're dancing and playing music in the streets. Mum is taking photos. I'll show you them when I get back.

See you soon!

Anna

Revision 5

- 1 1 palace 5 goods 9 thick
2 hunted 6 ruled 10 frightening
3 chores 7 board
4 science-fiction 8 ancient

- 2 1 created 3 fascinating 5 generated
2 magical 4 fads

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

- 4 1 was 3 had 5 had
2 were 4 could

- 5 1 left 6 became
2 transported 7 did he die
3 found 8 respected
4 sailed 9 fixed
5 didn't play 10 was reading, was fishing

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

7 Suggested Answer Key

Hi Frankie,

How are you? I saw *How to Train Your Dragon* with my friends at the cinema last night and I wanted to tell you about it. It's an animated adventure starring Jay Baruchel and Gerard Butler.

It's about a young Viking called Hiccup. There are dragons that attack the town where he lives every night. One night, he hurts a dragon, but he can't kill it and they become friends. I really loved this film because it was very exciting. You should see it.

How was your weekend?

Yours,

Yuri

Revision 6

- 1 1 bun 5 chats 9 point
2 thought 6 search 10 purse
3 attraction 7 come
4 puzzled 8 blow

- 2 1 ankle 5 index 9 senior
2 finger 6 shake 10 opening
3 flu 7 eye
4 social 8 nod

- 3 1 left 6 hasn't arrived
2 have already booked 7 moved
3 Have you ever been 8 went
4 has just finished 9 has cycled
5 travelled 10 rode

- 4 1 already/just/never 6 ever
2 for 7 ever
3 just/already 8 yet
4 never 9 since
5 for 10 since

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

6 Suggested Answer Key

Last spring, my family and I went on holiday in Egypt. The weather was warm and sunny and we were excited about seeing the Pyramids when we arrived.

We flew to Cairo from London. The next day, we took a coach to see the Pyramids. First, we visited the ancient ruins and then we decided to ride camels! We climbed up on their backs.

Everything was fine at first and I took some great photos. Suddenly, my camel walked on a sharp rock and jumped in pain. I fell off and broke my leg! Immediately, my parents started screaming and ran over to me.

I had to go to hospital and I came home a few days later with my leg in a cast. I've never felt so disappointed with a holiday!

VOCABULARY BANK KEY

Vocabulary Bank 1

- | | | | |
|---|---------------|-------------|---------------|
| 1 | 2 Spanish | 8 Russian | 14 Portuguese |
| | 3 Brazilian | 9 French | 15 Greek |
| | 4 Chilean | 10 Turkish | 16 Chinese |
| | 5 Italian | 11 Mexican | 17 Japanese |
| | 6 Argentinian | 12 Polish | 18 Australian |
| | 7 American | 13 Peruvian | |

2 A: Hello! What's your name?
B: Sergei.

A: Where are you from?
B: I'm from Russia.

A: You're Russian, then.
B: Yes, I'm from Moscow.

A: Hello! What's your name?
B: Alex.

A: Where are you from?
B: I'm from the UK.

A: You're British, then.
B: Yes, I'm from London.

A: Hello! What's your name?
B: Rosa.

A: Where are you from?
B: I'm from Spain.

A: You're Spanish, then.
B: Yes, I'm from Madrid.

A: Hello! What's your name?
B: Marco.

A: Where are you from?
B: I'm from Italy.

A: You're Italian, then.
B: Yes, I'm from Rome.

A: Hello! What's your name?
B: Alicia.

A: Where are you from?
B: I'm from Peru.

A: You're Peruvian, then.
B: Yes, I'm from Lima.

- 3 1 tennis
2 football, basketball
3 horse riding, drawing
4 photography, cycling
5 **(Suggested answer)**
My favourite hobby is rollerblading

- 4 2 Paul's favourite hobby is woodwork.
3 Sue's favourite hobby is painting.
4 Mark's favourite hobby is stamp collecting.
5 Claire's favourite hobby is dancing.
6 Jack's favourite hobby is playing computer games.

- 5 a) 1 architect 7 fire fighter 13 teacher
2 vet 8 electrician 14 reporter
3 pilot 9 artist 15 dentist
4 nurse 10 actress 16 doctor
5 waiter 11 author
6 astronaut 12 chef

b) architect, vet, pilot, nurse, astronaut, electrician, chef, teacher, reporter, dentist, doctor, fire fighter

c) Suggested Answers

A: Who's she?	A: Who's she?
B: She's Helen.	B: She's Molly.
A: What does she do?	A: What does she do?
B: She's a vet.	B: She's a nurse. etc

A: Who's he?
B: He's Derek.
A: What does he do?
B: He's a pilot.

- 6 a) 1 hair 5 lips 9 moustache
2 forehead 6 chin 10 mouth
3 eye 7 eyebrow 11 teeth
4 nose 8 ear 12 beard

b) 1 neck 4 leg 7 hand
2 fingers 5 toes 8 ankle
3 knee 6 arm 9 foot

- 7 1 tall 3 chin 5 leg
2 arm 4 short 6 slim

- 8 a) A 1 early twenties 4 spiky
2 slim 5 brown
3 short 6 thin
B 1 middle-aged 3 straight
2 chubby 4 small
C 1 short 3 moustache
2 wavy
D 1 early thirties 4 curly
2 slim 5 thin
3 long
E 1 plump 3 straight
2 shoulder-length 4 full

b) Suggested Answers

I'm in my teens. I'm slim with long, curly, brown hair, blue eyes and full lips.

My friend Mark is in his teens. He's short and plump. He's got short, curly, dark hair, brown eyes and thin lips.

- 9 1 ice hockey 8 wrestling 15 fencing
2 javelin 9 basketball 16 kickboxing
3 rollerblading 10 cycling 17 ski jumping
4 baseball 11 snowboarding 18 cricket
5 tennis 12 rugby 19 football
6 skiing 13 golf 20 aerobics
7 judo 14 surfing 21 volleyball

Football, basketball, baseball, cricket, volleyball, ice hockey and rugby are team sports.

All the sports, except aerobics and rollerblading, are in the Olympic Games.

Ski jumping, ice hockey, snowboarding and skiing are winter sports.

Aerobics, fencing, kickboxing, volleyball, basketball, wrestling and judo are indoor sports.

Rollerblading, javelin, baseball, tennis, ski jumping, basketball, cycling, snowboarding, rugby, golf, surfing, cricket and football are outdoor sports.

10

SPORT	PERSON	PLACE
ice hockey	ice hockey player	ice rink
football	footballer	pitch
golf	golfer	course
swimming	swimmer	swimming pool
pole vault	pole vaulter	stadium

- 11
- | | | |
|------------|-----------|-------|
| 1 gloves | 4 board | 7 bat |
| 2 helmet | 5 goggles | |
| 3 flippers | 6 racquet | |

- 12 a)
- | | |
|-------------------|------------------------|
| 1 dance | 10 cook |
| 2 play the guitar | 11 ski |
| 3 sing | 12 surf |
| 4 read | 13 play cricket |
| 5 dive | 14 paint |
| 6 swim | 15 play computer games |
| 7 ride a bike | 16 write |
| 8 drive a car | 17 ride a horse |
| 9 run fast | 18 jump |

b) Suggested Answers

- I can swim and surf.
- I can't ride a bike or ski.

- 13
- | | | |
|--------|----------------|---------------|
| 1 sing | 3 play cricket | 5 dive |
| 2 run | 4 swim | 6 ride a bike |

14 Suggested Answers

My favourite sport is swimming. You don't need much equipment for it, only a swimsuit, goggles and a swim cap. I swim at weekends with my friends. We go to the town pool and swim laps for a few hours together.

Vocabulary Bank 2

- 1 a)
- | | | | | |
|-----|------|------|------|------|
| 1 E | 7 G | 13 U | 19 R | 25 K |
| 2 W | 8 L | 14 C | 20 X | 26 V |
| 3 Z | 9 J | 15 H | 21 T | |
| 4 D | 10 Y | 16 O | 22 B | |
| 5 F | 11 I | 17 Q | 23 A | |
| 6 N | 12 S | 18 M | 24 P | |

- b) **Upstairs:** bedroom, bathroom
Downstairs: kitchen, living room

c) Suggested Answers

There's a poster. There isn't a painting.

- 2
- | | |
|-----------------------|------------------|
| 1 skyscraper | 4 townhouse |
| 2 semi-detached house | 5 detached house |
| 3 block of flats | 6 cottage |

3

Rooms	Furniture
attic	bedside cabinet
bathroom	sofa
utility room	desk
kitchen	bookcase
study	armchair
dining room	
cellar	
bedroom	
hall	
basement	
living room	

Appliances	Special Features
cooker	gate
iron	parking space
fridge	garden
coffee maker	roof
	stairs
	terrace
	balcony
	garage
	lawn
	swimming pool

4 Suggested Answers

A: Where is the chair?

B: It's next to the table. Where's the painting?

A: It's above the bed. etc.

- 5
- cooker; The other two are in the bedroom.
 - sink; The other two are in the living room.
 - sofa; The other two are rooms.
 - bath; The other two are in the study.
 - wardrobe; The other two are in the kitchen.

6 Suggested Answers

- I have a big house.
- There are six rooms in my house.
- My favourite room is the kitchen.
- There is a fridge in my favourite room.

- 7 a)
- | | |
|-----------------------|-------------------------|
| 1 do the washing | 9 paint the wall |
| 2 do the shopping | 10 cook dinner |
| 3 change a light bulb | 11 dust the furniture |
| 4 Hoover the carpet | 12 do the washing-up |
| 5 make the bed | 13 do the ironing |
| 6 clean the windows | 14 water the plants |
| 7 mop the floor | 15 take out the rubbish |
| 8 tidy the room | |

VOCABULARY BANK KEY

b) Yes, I help with household chores. I make my bed and do the washing-up everyday.

- 8 1 cliff 5 island 9 mountain
 2 forest 6 desert 10 river
 3 sea 7 waterfall
 4 beach 8 lake

- 9 1 River 4 waterfall 7 island
 2 Forest 5 Desert
 3 Sea 6 lake

- 10 1 post office 9 baker's
 2 butcher's 10 fishmonger's
 3 newsagent's 11 chemist's
 4 clothes shop 12 stationer's
 5 florist's 13 electrical shop
 6 bookshop 14 pet shop
 7 sports shop 15 jeweller's
 8 music shop 16 greengrocer's

- 11 1 cinema 3 library 5 café
 2 post office 4 school 6 restaurant

12 Suggested Answers

A: Is there a chemist's?
 B: Yes, there is./No, there isn't. etc.

Vocabulary Bank 3

- 1 1 go to the cinema 9 chat on the phone
 2 go snowboarding 10 play basketball
 3 go to the library 11 watch a DVD
 4 go rollerblading 12 play a board game
 5 send text messages 13 go to a party
 6 read a book 14 listen to music
 7 attend a concert 15 hang out with friends
 8 surf the Net 16 go swimming

- 2 a) 1 hanging out 6 surfing, playing
 2 listen 7 chats
 3 sending 8 goes
 4 play 9 go
 5 attending 10 reads, watches

b) Suggested Answer

In my free time, I like to go to the cinema and listen to music.

- 3 1 gets up 6 plays computer games
 2 has breakfast 7 cooks dinner
 3 walks to school 8 watches a DVD
 4 has lunch 9 goes to bed
 5 does his homework

DO	HAVE	WALK
homework	a lesson breakfast a shower	to school the dog
PLAY	BRUSH	
sports	my teeth	

b) Suggested Answers

In the morning I brush my teeth.
 In the afternoon I walk my dog.
 In the evening I have a shower.

- 5 A 1 get 3 walk 5 watch
 2 have 4 do 6 hang

- B 1 walk 3 surf 5 listen
 2 play 4 send 6 go

- 6 1 goldfish, P 6 hamster, P 11 giraffe, W
 2 bear, W 7 elephant, W 12 duck, W/D
 3 cow, D 8 monkey, W 13 iguana, W/P
 4 snake, W/P 9 parrot, W/P
 5 eagle, W 10 horse, D

- 7 1 G 5 H 9 D 13 L
 2 K 6 A 10 E 14 P
 3 J 7 B 11 F 15 O
 4 I 8 C 12 M 16 N

- 8 1 dog 2 horse 3 hen 4 ant

9 Suggested Answers

- 1 Yes, I've got a pet goldfish./No, I haven't got a pet.
 2 My favourite animal is the lion.
 3 My favourite animal has fur, a tail and big teeth.

- 10 1 B 2 D 3 A 4 C

- 11 A History E Geography I PE
 B ICT F English J Music
 C Science G Biology
 D Maths H Art

12 Suggested Answers

I like Maths and Music most.
 My best friend likes History and English most.

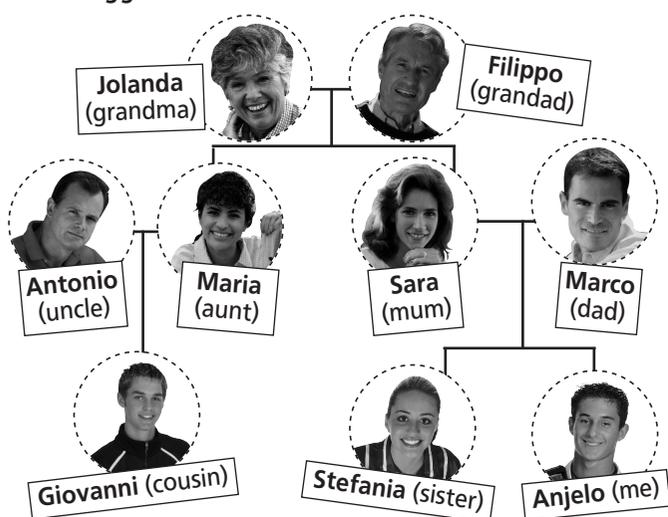
- 13 2 niece 7 cousin 12 uncle
 3 father-in-law 8 son 13 sister
 4 aunt 9 daughter 14 grandad
 5 nephew 10 wife 15 grandma
 6 mother-in-law 11 dad

14	Man/Boy	Woman/Girl
	brother	sister
	husband	wife
	nephew	niece
	son	daughter
	grandad	grandma
	uncle	aunt
	dad	mum
	father-in-law	mother-in-law
	cousin	cousin

15 Suggested Answers

- No, I haven't got a big family.
- There are three members in my family.

16 Suggested Answers



Vocabulary Bank 4

- | | | | |
|---|---------|---------|----------------|
| 1 | 1 wet | 5 rainy | 9 freezing |
| | 2 icy | 6 snowy | 10 boiling hot |
| | 3 foggy | 7 cold | |
| | 4 windy | 8 sunny | |

2 Norway

- snowy
- freezing
- making a snowman

England

- wet, rainy
- holding umbrellas

Australia

- hot, sunny
- swimming
- sunbathing

USA

- cloudy, windy
- sailing

3 Suggested Answers

- In autumn, it's cloudy and windy. In winter, it's freezing cold and snowy. In spring, it's windy and rainy. In summer, it's hot and sunny.
- My favourite type of weather is snowy weather.

- | | | | |
|--------|-------------------|----|-----------------------|
| 4 a) 1 | send postcards | 11 | go for a walk |
| 2 | stay in a tent | 12 | shop for souvenirs |
| 3 | eat local dishes | 13 | sunbathe |
| 4 | go on a boat trip | 14 | go skiing |
| 5 | swim in the sea | 15 | stay in a hotel |
| 6 | play in the snow | 16 | go windsurfing |
| 7 | visit museums | 17 | relax at a café |
| 8 | hike | 18 | go to the beach |
| 9 | go sightseeing | 19 | play beach volleyball |
| 10 | take photographs | | |

b) Suggested Answers

While I'm on holiday, I like to swim in the sea, play beach volleyball, eat local dishes and sunbathe.

- | | | | | | |
|--------|---------|----|----------|----|------------|
| 5 a) 2 | coat | 11 | shorts | 20 | high heels |
| 3 | suit | 12 | gloves | 21 | trainers |
| 4 | dress | 13 | belt | 22 | leggings |
| 5 | jeans | 14 | socks | 23 | sunglasses |
| 6 | top | 15 | skirt | 24 | cap |
| 7 | sandals | 16 | jacket | 25 | bag |
| 8 | T-shirt | 17 | trousers | | |
| 9 | jumper | 18 | shirt | | |
| 10 | boots | 19 | tie | | |

b)	Clothes	Shoes	Accessories
	coat	sandals	hat
	suit	boots	gloves
	dress	high heels	belt
	jeans	trainers	sunglasses
	top		cap
	T-shirt		bag
	jumper		tie
	shorts		
	skirt		
	socks		
	jacket		
	trousers		
	shirt		
	leggings		

- | | | | |
|---|----------|----------|-------|
| 6 | 2 tie | 4 jacket | 6 cap |
| | 3 shorts | 5 jeans | |

7 Suggested Answers

Martha is wearing a coat, leggings, boots and sunglasses.

Tony is wearing a jacket, trousers, a jumper, a cap and a scarf.

I am wearing jeans, a T-shirt and trainers.

- | | | | | | |
|--------|------|---|---------|---|--------|
| 8 a) 2 | silk | 4 | lycra | 6 | cotton |
| 3 | wool | 5 | leather | | |

b)

MATERIALS		
wool	silk	denim
jumper	tie	shirt
coat	scarf	jeans
cotton	leather	lycra
skirt	jacket	leggings
hat	gloves	
dress	belt	
	bag	
	boots	

- 9
- | | | |
|------------|--------------|--------------|
| 1 trolley | 6 coins | 11 customer |
| 2 list | 7 bargain | 12 wallet |
| 3 notes | 8 change | 13 cashier's |
| 4 receipts | 9 fitting | 14 basket |
| 5 purse | 10 assistant | |

10 Suggested Answers

- I am wearing a T-shirt, trousers and a jacket.
- I usually wear jeans and a top.
- I never wear a hat.
- At parties, I wear trousers and a shirt.
- When I go out with my friends, I wear a T-shirt and jeans.

- 11
- | | |
|---------------|------------------|
| A Other | D Fruit |
| B Meat & Fish | E Dairy Products |
| C Vegetables | F Drinks |
- | | | |
|----------|----------------|-----------------|
| 1 bread | 11 beef | 21 milk |
| 2 pasta | 12 chicken | 22 cheese |
| 3 rice | 13 lamb | 23 cherries |
| 4 cereal | 14 tomatoes | 24 pears |
| 5 eggs | 15 peppers | 25 grapes |
| 6 cod | 16 cauliflower | 26 orange juice |
| 7 tuna | 17 cabbage | 27 coffee |
| 8 prawn | 18 beans | 28 tea |
| 9 salmon | 19 yoghurt | 29 lemonade |
| 10 trout | 20 butter | |

12 Suggested Answers

- I usually have soup or a sandwich for lunch.
- Cherries are my favourite fruit.
- I like pasta, yoghurt and chicken. I don't like prawns, cabbage or coffee.

- 13
- | | |
|-----------------------------|--------------------|
| 1 have a traditional meal | 6 dance to music |
| 2 watch a fireworks display | 7 listen to a band |
| 3 paint their faces | 8 wear masks |
| 4 wear traditional costumes | 9 crown the queen |
| 5 watch a street parade | |

- 14
- | | | |
|---|------------------------|-------------------------|
| A | 1 green clothes | 4 marching bands |
| | 2 paint their faces | 5 floats |
| | 3 parades | 6 fireworks display |
| B | 1 carnival celebration | 4 dance in the streets |
| | 2 colourful costumes | 5 small toys |
| | 3 masks | 6 traditional King Cake |

Vocabulary Bank 5

- | | | |
|---|------------------------|-------------------|
| 1 | 1 fast food restaurant | 13 hospital |
| | 2 department store | 14 clothes shop |
| | 3 playground | 15 cinema |
| | 4 stadium | 16 café |
| | 5 town hall | 17 zoo |
| | 6 supermarket | 18 car park |
| | 7 swimming pool | 19 aquarium |
| | 8 library | 20 petrol station |
| | 9 greengrocer's | 21 police station |
| | 10 gym | 22 theatre |
| | 11 museum | 23 hotel |
| | 12 factory | 24 block of flats |
-
- | | | | |
|---|--------------|---------------|--------------|
| 2 | 1 discovered | 5 worked | 9 attended |
| | 2 dated back | 6 were | 10 invented |
| | 3 ruled | 7 had | 11 conquered |
| | 4 lived | 8 transported | 12 ended |
-
- | | | | |
|---|---------|-----------|-------------|
| 3 | 1 watch | 7 deliver | 13 decorate |
| | 2 have | 8 help | 14 sing |
| | 3 walk | 9 paint | 15 play |
| | 4 play | 10 take | 16 visit |
| | 5 climb | 11 build | 17 make |
| | 6 have | 12 make | |
-
- | | | | |
|---|--------------------|--------------|--------------------|
| 4 | 1 comedy | 5 romance | 10 fantasy |
| | 2 animated cartoon | 6 musical | 11 adventure |
| | 3 detective | 7 action | 12 thriller |
| | 4 horror | 8 historical | 13 science fiction |
| | | 9 western | 14 superhero |
-
- | | | |
|---|-------------------|------------|
| 5 | 1 comedies | 4 musicals |
| | 2 detective | 5 action |
| | 3 science-fiction | 6 fantasy |
-
- | | | |
|---|---------------|------------|
| 6 | 1 funny | 4 boring |
| | 2 frightening | 5 exciting |
| | 3 interesting | 6 sad |

7 Suggested Answers

- My favourite type of film is action.
- My favourite actor is Russell Crowe. I like him because he is a good actor and has won lots of awards.
- My favourite film is *Salt*. It's about a CIA agent on the run. Angelina Jolie and Liev Schreiber star in it.

Vocabulary Bank 6

- | | | |
|---|-----------------|-----------------------|
| 1 | 1 underground | 13 coach |
| | 2 train | 14 boat |
| | 3 scooter | 15 gondola |
| | 4 motorbike | 16 ferry |
| | 5 aeroplane | 17 tram |
| | 6 helicopter | 18 quad bike |
| | 7 double-decker | 19 car |
| | 8 lorry | 20 taxi |
| | 9 ship | 21 van |
| | 10 bus | 22 horse and carriage |
| | 11 bike | 23 hot-air balloon |
| | 12 canoe | 24 rickshaw |

- 2 1 i 3 e 5 a 7 d 9 b 11 h
2 g 4 j 6 k 8 c 10 f

- 3 1 laptop 4 mouse 7 keyboard
2 webcam 5 printer 8 CD/DVD drive
3 screen 6 speakers 9 scanner

- 4 1 B 3 A 5 A 7 B 9 A
2 B 4 C 6 C 8 B 10 C

5 Suggested Answer

I have all of these gadgets at home. I use all of them to do my homework, surf the Net and chat online with friends.

- 6 a) 1 blow my nose 9 look somebody
2 bow in the eyes
3 burp 10 give a thumbs up
4 cross my arms 11 point at someone
5 cross legs 12 shake hands
6 wave at someone 13 show the soles
7 hug of my feet
8 kiss on the cheeks 14 give flowers

b) Suggested Answer

In my country, it is important to have a firm handshake and to look someone in the eyes when you meet them, otherwise you will seem rude. It is impolite to burp while eating dinner. It is also rude to give a host chrysanthemums as a gift because they are used at funerals.

7 Suggested Answers

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

- 8 1 a sore throat 5 a cold/flu 9 feel sick
2 a cough 6 a headache 10 a pain in
3 temperature 7 a stomach ache my leg
4 toothache 8 a backache 11 a rash

- 9 1 backache 3 cough 5 a cold/the flu
2 feel sick 4 rash 6 toothache

- 10 a) 1 c 2 a 3 b 4 d 5 e

- b) 1 take an aspirin 3 have a rest
2 drink some cough 4 put some cream on it
syrup

- 11 1 drink water and relax 3 I eat too many
2 see my dentist sweets

WRITING BANK KEY

p. WB1

1 Suggested Answers

Thanks for your email. Sorry I didn't write earlier, but the Internet wasn't working. I just wanted to tell you about my new job.

2 Email me soon! I hope to hear from you soon.

3 Suggested Answers

Best wishes,

p. WB2

1 Suggested Answers

- A
- 1 It is about a cycling club event.
 - 2 The event is on Friday, 28th May at 7 pm.
 - 3 The event is outside the Town Hall.
 - 4 You need to bring a bike and refreshments.
 - 5 Everyone over 15 years old can take part.
 - 6 You can contact the club by emailing sam.johnson@imail.com or by calling 187 87988.

B To join us, call 187 87988 for more details. You can also send an email to sam.johnson@imail.com

We're happy to announce the first ride of the year for the Newtown School cycling club! We will meet outside Town Hall this Friday, 28th May at 7 pm – Be there!

p. WB3

1 Suggested Answers

The model is inappropriate because it has chatty language, it doesn't omit pronouns/articles/auxiliaries and it is too long.

2 Suggested Answers

Ben,
Writing to you from Elk, Poland. Family and I decided to come for summer. Raining now. Hoping for good weather soon. Beautiful lakes & forests. Going for long walks or canoe down river everyday. Doing lots of sightseeing and having dinner in great restaurants.
See you soon!
John

pp. WB4-WB5

1 Suggested Answers

- 1 Readers of the travel magazine.
- 2 B
- 3 C

2 Suggested Answers

- 1 The weather is fine at the beginning of the story.
- 2 The story takes place outdoors.
- 3 The fog is very heavy, it starts to rain and it gets dark. They get lost.
- 4 In the end, they find an empty old cottage with no door where they spend the night. The next morning, they realise that their hotel is very near the cottage.

3 Paragraphs 2 and 3 present the events. Paragraph 1 sets the scene. Paragraph 4 ends the story. Paragraph 4 contains the character's feelings.

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

I walked up a mountain on a fine morning while on holiday to get a nice view of the sea. After four hours of walking, the weather changed. I stopped to eat lunch to wait for the weather to get better. The weather got worse and when I tried to use my phone, it didn't work. Luckily, I found a cottage to spend the night in. When I woke up the next morning, I realised that I was really close to my hotel.

5 a) 1 As soon as 4 At first 7 and
2 before 5 then
3 Suddenly 6 As

b) 1 As 5 but
2 Suddenly 6 For a few minutes
3 so 7 then
4 For a few minutes/
At first

6 a)

BIG	enormous, huge, giant
SMALL	tiny, little
BAD	nasty, horrible, terrible, wicked
GOOD/NICE	enjoyable, delightful, fabulous, pleasant, terrific, attractive
VERY	highly, extremely, remarkably, absolutely
WELL	brilliantly, successfully

b) 1 huge 3 extremely 5 attractive
2 nasty 4 successfully 6 tiny

7 Suggested Answer

An Unforgettable Journey

I took my first solo trip last spring. I flew to Paris and I took the overnight train to southern Spain.

When I got on the train, I was very tired from walking and sightseeing in Paris. I went straight to my cabin and fell right to sleep.

I woke up in the morning and the first thing I saw was a strange man staring at me. We both got a shock and then I realised he was a worker on the train. He asked me what I was doing on the train and that's when I realised that the rest of the cabin was empty. It turns out, I overslept! The train was already on its way back to Paris!

Luckily, the man helped me to find another train to continue my journey to Spain. I've never felt so embarrassed in my life.

p. WB6

- 1 The model isn't appropriate because it starts and ends too formally, it uses chatty language and it doesn't omit pronouns/articles/auxiliaries.
- 2 Sophie,
Jackie just called. She's sick and asked me to take her to doctor. Can't come to aerobics class. Can you go on your own? Might be late. If I finish early, I'll call you to meet for coffee or dinner. Send me a text message to let me know.
Thanks.
Louise

Starter

➤ Exercise 3b (p. 5)

Hi, my name's Peter. I am fourteen years old.
Hi, I'm Sally. I am thirty years old.
Hello, my name is Susan. I'm twelve years old.

Module 1

➤ Exercise 2 (p. 8)

Hello, I'm Kate. My favourite hobby is basketball. It's great!
Hi, my name is Bob. My favourite hobby is reading. My favourite writer is Stephenie Meyer.
Hello! My name is Rosa. My favourite hobby is art. It's also my favourite subject at school.

➤ Exercise 2 (p. 10)

- 1 Hello, my name's Peter. I am a fire fighter. It's a dangerous job.
- 2 Hello, my name's Kelly. I am a nurse at Morton Hospital.
- 3 Hello, my name's Anna and I like painting. I am an artist.
- 4 Hi, my name's Steven and I love animals. I am a vet.

➤ Exercise 6a (p. 15)

Good afternoon, listeners. Police are looking for four missing people. The first missing person is a middle-aged man named Chris Morgan. Chris is 56 years old. He has got short grey hair, blue eyes and a moustache. The second missing person is a girl named Sally Radel. Sally is 25 and of medium height. She has got long, straight, fair hair and green eyes. Police are also searching for Mary Carmichael. Mary is eighteen years old and has got brown hair and brown eyes. She is slim and of medium height. We are also looking for Jim Grady. He is a tall man in his late sixties. He's got a beard, a moustache and grey hair. If you see them, please contact the nearest police station.

➤ Exercise 1b (p. 18)

Hi, my name's Paul. I'm 18 years old and I'm from Florida. I am a student at the University of Florida. I'm good at sports. I can swim and dive. I can even dance and I can play the guitar. It's my hobby. I can't cook or sing.

➤ Exercise 5 (p. 18)

A: Good morning. Can I help you?
B: Hello. I'm here to join the football team.
A: Great! Let me take your details. What is your first name?
B: Kelly.
A: Nice to meet you, Kelly. What's your surname?
B: Samuels. That's S-A-M-U-E-L-S. Samuels.
A: Great. Kelly Samuels. OK, next question. Are you single or married, Kelly?

B: I'm single.

A: OK. Single. And what nationality are you?

B: I'm American.

A: American ... OK ... and how old are you, Kelly?

B: I'm 19.

A: And what's your address?

B: 1515 Primrose Street, Portland. That's number 1515, Primrose P-R-I-M-R-O-S-E Street.

A: Last question. What is your telephone number?

B: My telephone number is 503-153-5482. That's 503-153-5482.

A: Thank you, Kelly. The first football team meeting is this Saturday. See you there!

➤ Exercise 2 (p. 20)

Quiz show host: Welcome, viewers, to today's quiz show on famous landmarks. Contestants, Alex and Kelly, are you ready?

Kelly: Yes.

Alex: Yes.

Quiz show host: OK. Here is the first question. In which city is the Great Sphinx?

Alex: It's in Beijing, China.

Quiz show host: Sorry, Alex, that's wrong. Kelly?

Kelly: It's in Giza, Egypt.

Quiz show host: Correct, Kelly. The Great Sphinx is in Giza, Egypt. Next question. Where is the Leaning Tower of Pisa?

Kelly: It's in Italy.

Quiz show host: That's right, Kelly. The Leaning Tower of Pisa is in Italy. Kelly, you now have two points. Third question. In which country is the Sun Pyramid of Teotihuacán?

Alex: It's in Mexico.

Quiz show host: That's right, Alex. The Sun Pyramid of Teotihuacán is in Mexico. Fourth question. Where is the CN Tower?

Kelly: It's in Washington, D.C., USA.

Quiz show host: Sorry, Kelly, that's wrong. Alex?

Alex: It's in Toronto, Canada.

Quiz show host: Correct, Alex. The CN Tower is in Toronto, Canada. Kelly and Alex, you both have two points. Fifth question. Where is the Taj Mahal?

Kelly: It's in Dubai, United Arab Emirates.

Quiz show host: No. Sorry, Kelly. That's wrong.

Alex: It's in Agra, India.

Quiz show host: Correct, Alex. The Taj Mahal is in Agra, India. Last question. Where is the Emerald Buddha?

Kelly: It's in Bangkok, Thailand.

Quiz show host: Correct, Kelly. The Emerald Buddha is in Bangkok, Thailand. Kelly and Alex, you both answered three questions correctly. It's a tie! Congratulations to you both!

➤ Exercise 4b (p. 22)

Anna: My favourite hobby is cycling because I'm good at cycling and I can ride my bike very well. I have got a beautiful bike. It's blue.

Sam: My favourite hobby is swimming. I can swim very well and I'm good at diving, too. The swimming pool is near my house so I can swim every day.

➤ **Exercise 5c (p. 23)**

Speaker A

I'm Antony and I'm from Brazil. Most people in my country are good at football, but I'm not. My favourite sports are basketball and cricket. I can't play cricket well, but I'm very good at basketball. I'm in the school team.

Speaker B

I'm Becky from the UK. My hobby is reading. I enjoy reading everything and anything. I don't like sports because I'm not any good at them. My friends play basketball and football, but I can't play any sport at all, I'm not artistic either so I can't paint and I can't play a musical instrument.

Speaker C

My name is Chris and I'm from Ireland. In my free time I like listening to music and playing sports. I'm really good at cricket and I play for the local team every weekend. I play football and basketball at school, too, but I'm not a very good player.

Speaker D

I'm Donna from Scotland. I can play the piano. I really love it and I'm not bad at it. I'm not into sports, but I sometimes watch football on TV. My favourite hobby is painting. I'm really good at it.

Module 2

➤ **Exercise 2 (p. 25)**

(TOM) In my house there is a large living room, a modern kitchen, 4 bedrooms and 2 bathrooms. My favourite room is my bedroom.

➤ **Exercise 2b & 2c (p. 40)**

Speaker 1

I live on the top floor of a block of flats. I can see a beautiful park from my bedroom window, and a famous building from my living room window. People on the floors under me can't see what I see. I am very lucky.

Speaker 2

I don't like catching buses or trains so it's important for me to live very close to a supermarket, a chemist's and a post office. I want to walk out my door and have all the shops I need. Luckily, my flat is in an excellent location. It's great. I can buy anything I want quickly.

Speaker 3

I live in the city centre in a lovely flat. There are huge glass windows in every room so my flat is very bright. I always have the windows open - in the winter and in the summer. Luckily, I live on a top floor of a block of flats so there isn't any noise from the street. I don't like noise.

Speaker 4

I live in a brand new flat. I love it. But I haven't got lots of brand new things in it. I've got lots of old things because I think old tables, sofas and desks are so nice. I have got a bookcase that is 100 years old. It's beautiful. Everyone notices it. Things that are only a few years old are not very interesting.

Speaker 5

There isn't much space inside my flat, but that's ok because I live alone and I haven't got a lot of furniture. Also, I am always out with my friends. I don't like to stay at home. It's much more fun to be out doing things! So it doesn't matter that the rooms in my flat aren't big.

Speaker 6

I live in the city, but I am lucky because there is a big outdoor space with flowers and trees beside my block of flats. In the summer, I sit under the trees and read. It is always very quiet. I only hear birds. It is very relaxing.

➤ **Exercise 5b & 5c (p. 41)**

Brenda: Hi Stuart. Are you in your new house yet?

Stuart: Hey Brenda. Yes, and it's great.

Brenda: What's it like?

Stuart: It's big. It's got 2 floors and a big garden out the back.

Brenda: How many rooms has it got?

Stuart: It's got a large living room and kitchen, a dining room, 5 bedrooms and 3 bathrooms.

Brenda: Wow! What's your room like?

Stuart: It's quite large and bright. It's got a great view of the garden.

Brenda: That's great. What about the garden?

Stuart: It's really big and it's got a lot of trees and flowers in it and a pond with 5 fish in it.

Brenda: Cool! Is it in a nice area?

Stuart: Yes, it's really nice. There's a park nearby.

Brenda: So, what's your favourite thing about it?

Stuart: My bedroom. It's great having my own room now.

Brenda: You're so lucky! Your house sounds really amazing.

Stuart: It is. Why don't you come round and see it?

Brenda: Thanks, that would be great.

Module 3

➤ **Exercise 6a (p. 47)**

Sam: Hi, Olga.

Olga: Hi, Sam.

Sam: This is my friend, Nestor.

Olga: Hi, Nestor. Nice to meet you!

Nestor: Nice to meet you, too.

Olga: Do you go to our school?

Nestor: No, I live in Boston. I go to school there.

Olga: What's your favourite subject?

Nestor: I like all of my subjects, but I don't like Maths. My favourite subject is Science.

Olga: Really, I like Maths, it's my favourite subject. Do you do any sport?

Nestor: Yes, I do. I really like baseball. What about you?

Olga: I like watching sports, but I don't like playing them. Well, I have to go. I have to get up early tomorrow.

Nestor: Not me, I don't like getting up early, but sometimes I don't have a choice because I live in a flat and my flatmates are loud.

Olga: I know what you mean. I live in a flat, too and I have loud neighbours. Well, it was nice to meet you.

Nestor: See you later, Sam.

Sam: See you.

Nestor: Bye.

➤ Exercise 2a (p. 49)

- 1 A: What time is it?
B: It's twelve o'clock.
- 2 A: Excuse me. Do you have the time?
B: Yes, it's two thirty.
- 3 A: Can you tell me the time, please?
B: Sure. It's five fifteen.
- 4 A: Excuse me. What time is it?
B: It's twenty to eleven.
- 5 A: What time is it, please?
B: It's eight fifty now.
- 6 A: Excuse me. Do you have the time?
B: Yes, it's a quarter to ten.

➤ Exercise 1a (p. 54)

Ann: Is this your family, David?

David: Yes, we are on an excursion. That's my dad, John. He's tall and has got a beard and a moustache. He's very kind. Next to him is my mum, Helen. She's very gentle. In front of her is my sister, Sally. Behind Sally is Tony, my brother. He's very funny.

Ann: You have a great family, David.

David: Thanks.

➤ Exercise 4 (p. 54)

Nick: Hi, I'm Nick. I'm your new neighbour. This is Burt.

Amy: Oh, hi Nick, Burt. I'm Amy. Are you brothers?

Nick: No, Burt's my cousin. I don't have any brothers or sisters. What about you?

Amy: I have a twin brother and two sisters.

Nick: Wow! That's pretty cool.

Amy: Yes, it is.

Nick: What do your parents do?

Amy: They both work in the same hospital. My mum's a nurse and my dad's a doctor. What about your parents?

Nick: Well, my mum's a teacher at an elementary school. My dad's a pilot. He lives in Toronto.

Amy: You mean they are divorced?

Nick: Yes. My mum and I live with her parents now.

Amy: Is this your grandma?

Nick: Yes, it is. Come and meet her.

➤ Exercise 3 (p. 56)

Teacher: Good morning, class. Today's lesson is all about reptiles.

Reptiles date back about 280 million years. Yes, that's right! Dinosaurs are the most famous reptiles of all, even though they are not around anymore. These days, there are about 6,000 types of reptiles including snakes, lizards, turtles, alligators and crocodiles.

Some reptiles are dangerous. Some have got very sharp teeth, such as alligators. Some species of snakes are poisonous, such as tiger snakes in Australia and Coral Snakes in the Americas, to mention a few.

We can find reptiles all over the world, except in very cold places. Some live on land and some live in water, but most of them live in hot, humid and tropical places. This is because reptiles have got cold blood. Reptiles are animals with a backbone and, except for snakes, most reptiles have four legs. Reptiles come in all shapes and sizes. Some are less than 5 cm long while others grow up to 9 metres long.

Most reptiles are meat-eaters and eat other animals and insects, but a few lizards and turtles only eat plants.

Now, let's watch a short film about reptiles ... (fade) ...

➤ Exercise 2b (p. 58)

James: Emma! Look! This is a photograph of my family.

Emma: Oh! Who is the woman with the light hair and blue eyes, James?

James: That's my mum. Her name is Charlotte.

Emma: Wow! Your mum is pretty! Who's next to her?

James: That's my aunt, Anna. She's an actress.

Emma: Really?

James: Yes. She's an actress on TV.

Emma: And who's this?

James: That's my sister Katie. She's at university. She studies languages. She can speak Spanish and Italian.

Emma: Can she? How old is she?

James: She's 21. She lives on campus at Oxford.

Emma: And who's this?

James: That's my brother Sam. He's 18.

Emma: He's got brown hair and brown eyes just like your sister!

James: I know. Katie and Sam look like my mum, whereas I look more like dad.

Emma: Is this your father, here?

James: Yes. His name is Lucas and he's 47. He's a vet. He likes his job a lot.

Emma: It's my dream to become a vet! My parents are both vets and my favourite subject is Biology.

James: Is it? I'm no good at Science. I want to become an author.

Emma: You write really well. I read all your articles in the school newspaper.

James: I'm glad you like them.

Module 4

➤ Exercise 7 (p. 69)

A **Sonya:** Can I have a bunch of those, please?

Merchant: These red roses?

Sonya: No, the yellow tulips. These flowers are my favourite.

B **Merchant:** Good afternoon. What can I get you?

Peter: I'm so thirsty. It's too hot for coffee, can I have a large juice, please?

Merchant: Sure. One large pineapple juice. That's £2, please.

Peter: Here you are. Thank you.

C **George:** Hi, I'm looking for a present for my mum.

Merchant: You must see this scarf.

George: It's nice, but that ring is perfect.

Merchant: Good choice.

D **Alfred:** That's beautiful. How much is it?

Merchant: It's £10. We make this pottery ourselves. I can paint your name on it.

Alfred: That's great.

➤ Exercise 3 (p. 72)

Cinco de Mayo, Nebraska

People in Omaha, Nebraska, are getting ready to celebrate Cinco de Mayo. The festival starts on April 30th and ends on May 2nd. The first evening is very special, you can watch them crown the queen! It begins at 6:45, so be sure to get there early. People of all ages can enjoy going on carnival rides and watching the fantastic parade. And that's not all! Don't miss the live music, delicious food, and all the great fun! On May 1st there's a special treat, a burrito eating contest! It's free to enter so bring your appetite! Sunday May 2nd is the 5K run/walk. It starts at 9 am, so you can wake up and run! What a great weekend! Make sure you don't miss it!

➤ Exercise 2b (p. 77)

I'd take him/her to the restaurant in Picture C. The place is popular with young people because it's modern and stylish. The service is fast and it's got a lively atmosphere. It might be a bit busy and the music is loud but I'm sure he'll/she'll love it. I wouldn't take him/her to the other two restaurants because although they look nice, I'm sure they are very traditional and suit older people's taste.

➤ Exercise 3c (p. 77)

The climate where I live

In my country, we have long, hot summers with very few showers. The temperature during the day is usually around 35°C. Sometimes though, on really hot days, temperatures can reach 45°C. Nights in summer are always hot, too.

I like the summer but it always seems to go by so quickly. It actually lasts longer than in most countries

and makes spring and autumn much shorter. In summer, sometimes it can be difficult to sleep at night when it's really hot, but not often.

I love autumn and spring the best because the weather is mild. It's nice and warm and not too cold. These seasons are fairly short – no more than 4 weeks each – and lead up to a cold winter.

It's a nice autumn day today and it's sunny, so indoors it's quite hot and if we go out you'll see how warm it is.

Generally it doesn't rain very much, so people don't have grass lawns because they need a lot of water. Some people don't have gardens or they have very small ones that are easy to look after. Most people, though, have desert plants, such as Yuccas and cacti, that don't need much water to survive.

Module 5

➤ Exercise 2 (p. 79)

1 **Mark:** So, Jane, how was your weekend?

Jane: It was very nice. It was exciting to see the giraffes and take photographs of the monkeys.

2 **Mary:** What was the play like, Tony?

Tony: It was amazing. All the actors were great, too.

3 **Sandy:** Where is my book? I can't find it on the desk.

Mark: It's on the table in my room.

➤ Exercise 4 (p. 82)

In ancient Rome, most people didn't have much time for fun. However, when they did have time they all, rich or poor, loved to play games. They had fun ball games, board games, and also dolls and toy soldiers. One ball game was a lot like our popular game of football today. Romans went to bath houses once a day to bathe and swim. The ancient Romans worked hard all day. Most people could not read or write because they couldn't go to school. Only rich boys went to school. The ancient Romans loved music. They could play the flute and the guitar but they didn't have pianos. They didn't have bikes or cars either, so they didn't travel often.

➤ Exercise 3 (p. 90)

Most young people love films and they go to the cinema once or twice a month. We asked a few teenagers if they go to the cinema and what films they go to see.

Speaker 1

I actually go to see quite a lot of films and I don't really know if I can say that I have a favourite type. I'm not very picky and I think that I enjoy everything from comedy to horror. I guess I just love going to the cinema.

Speaker 2

Believe it or not, I rarely go to the cinema because I'm simply too tired in the evenings. The last time I went to the cinema was last summer. I went to see an old black and white film in an outdoor cinema and I fell asleep halfway through the film. I usually rent DVDs and watch them at home at the weekend, but even then I rarely see a film all the way to the end.

Speaker 3

I go to the cinema about three times a week, and sometimes more. I really enjoy going in the morning on Saturdays and Sundays and I mostly see adventure or action films. My parents get upset, though, because all of my allowance goes to the cinema.

Speaker 4

Films are a big part of my life. I couldn't live without them. I see a different film every night, either at the cinema or at home. I love thrillers and horror films and I have a collection of hundreds of DVDs. I really enjoy going to the cinema with friends. Last weekend we went twice. It was great.

Speaker 5

I love watching films and I usually see about four or five a week but never at the cinema. I don't know exactly why, but I can't stand the cinema. I prefer to watch films at home. My parents bought me a great big screen, so I always invite my friends over. What's more, it's cheaper than going to the cinema.

> Exercise 3b (p. 95)

Man: Hello, listeners. Today, Emma Samuels is with us. Emma is an archaeologist from London University. Emma, a few weeks ago you made an exciting discovery, didn't you?

Woman: Yes. Last month, when I was in Wales with some of my students, we discovered some ancient Roman buildings buried in a field that nobody knew about.

Man: Nobody knew the buildings were there?

Woman: No! We were the first people to discover them.

Man: Can you tell us a bit about the buildings?

Woman: Well, we aren't sure what the buildings are yet. All we know is that some of them are enormous. We think this means they were very important.

Man: Is one a palace, perhaps?

Woman: Maybe. We think one building was probably the home of a very rich person. So possibly it is a palace. We think another building was a huge warehouse where the Romans kept food.

Man: How exciting! Emma, is it common for archaeologists to find things from Roman times in Britain?

Woman: Yes, quite common. For example, a year ago, archaeologists discovered a gladiator cemetery.

Man: How exciting!

Woman: But it's not just professional archaeologists who make discoveries. Members of the public

sometimes find things too. For example, last year, a man found an ancient pot buried in a field that had over 50,000 Roman gold coins in it!

Man: Yes, I heard about that! Emma, how long were the Romans in Britain for?

Woman: They were here for about 400 years.

Man: And why did they leave?

Woman: They left because their homes in Italy were under attack. All the soldiers went back to Italy to fight.

Man: Thank you, Emma. That was very interesting.

Woman: You're welcome.

> Exercise 4b (p. 95)

Anna: I went to Paris, France. It was amazing! I went up the Eiffel Tower – the view from the top was fantastic! I visited the Louvre and saw lots of famous works of art. I also visited Notre Dame and went on a cruise down the River Seine. Paris is a great city to visit because there are lots of famous buildings to see and lots of things to do. Why don't you come with me next summer? We'll have a fantastic time!

Paul: I've gone to Barcelona, Spain. It was fantastic! I seen the Sagrada Família – it is a very beautiful building! I visited Güell Park. It has got lots of beauty. Also, I been to the beach. You should visit Barcelona because it is a good city to visit.

Module 6**> Exercise 2 (p. 97)**

It's very quiet and open here with no one around for miles. It must be late summer as the field is full of yellow corn. The weather is fine and the sky is blue with a few patches of cloud in it. The people are probably a group of friends. They are dressed in jackets and shorts and they seem to be wearing helmets. They are crossing the field from one side to the other. I can't see a road. They are going along what appears to be a path. I imagine they feel very relaxed and are enjoying the fresh air and the countryside.

> Exercise 3 (p. 108)

1 I've always dreamed of cycling across country and I was in great shape when I finally started my journey. At first, everything was running smoothly, but something really small turned into something big. I had a mild toothache that turned into an unbearable pain; I couldn't even eat my sandwiches! In the end, I had to take the train back home to see my dentist.

2 When my sister and I went to Hawaii last summer we decided to hike up Kilauea, the Big Island's famous volcano. It was a long hike, but seeing the lava flowing was so amazing! Anyway, things took a bad turn when on the way back I stepped on a big rock and nearly fell over. I was in so much pain that we had to have a car drive us back to the hotel!

- 3 The first time I went skiing I was so excited that I went out and bought myself a new white snow jacket. That was a huge mistake. The temperature was just below zero and my nose was feeling really dry. My doctor says this is always a warning sign. On the way down my first slope I felt a warm liquid start dripping down my nose. By the time I got down the hill, my new jacket was covered with blood!
- 4 My friends and I decided to go camping in Italy during our Easter holidays. It was supposed to be four days in the great outdoors. Well, leave it to unlucky me to come down with the flu. I had such a high fever that when I woke up after falling asleep in the tent, my pyjamas were drenched in sweat!
- 5 We were so excited to be in India and since we love Indian cuisine, we started trying all the dishes at the hotel buffet. It wasn't the smartest thing to do. When we went on an elephant ride in the afternoon we were both so full that we couldn't even enjoy it.

➤ **Exercise 4 (p. 108)**

D: Hello. What seems to be the problem?

P: I have a really bad cold.

D: What are the symptoms?

P: I feel very weak and I've had a fever since yesterday.

D: It sounds more like the flu to me.

P: Maybe you're right. What should I do?

D: I think you should stay in bed for a couple of days.

P: The problem is that tomorrow I have a really important exam at school.

D: I'm afraid you can't go to school. You can retake the exam when you're well again. Make sure you drink a lot of liquids and try to sleep it off. You can also take this to get your temperature down.

P: Thank you, doctor.

➤ **Exercise 6 (p. 109)**

Last winter I flew to Ireland to visit some cousins. I was very excited because it was my first time in a plane! I was on my own but John and Monica said they would come and meet me at the airport.

I went through check-in and, a little while later, boarded the plane and found my seat. When I looked out of the window the weather was dark and stormy. Then the engines started and everyone fastened their seatbelts. The next thing I knew, we were up in the sky. At first, everything went smoothly. Then, suddenly, there was a flash of lightning and the plane started jumping around. The stewardess told us not to worry and to keep our seatbelts fastened. After that, it just got worse and worse. The plane tipped over from side to side and I began to feel really scared. Fifteen minutes later, it dived down towards the ground at a huge speed. "We're going to crash!" I screamed as I closed my eyes in terror.

I couldn't believe it when we landed safely at the airport. As soon as my cousins heard about it, they laughed. Apparently, pilots often dive suddenly to avoid air pockets. All the same, I was very relieved to be down on the ground again!

➤ **Exercise 1d (p. 112)**

Speaker 1

Last year, I volunteered at an orphanage in Kenya. It was the most amazing experience. Volunteering makes you realise how lucky you are and teaches you to be grateful for what you have. The children at the orphanage were really sweet and I grew very close to all of them. When the time came to leave, I was really sad to say goodbye. I still send the kids postcards and letters in the mail. And I write to the other volunteers who were at the orphanage with me.

Speaker 2

This summer, I volunteered for two weeks at an orphanage in China. It was one of the best experiences of my life! I took lots of things from home to give to the children as presents – things like board games, toys and paints. It was so much fun watching the kids play with their new toys. Volunteering is very hard work though! I loved the time I spent at the orphanage but two weeks was enough for me. Many of the people I volunteered with stayed for longer than two weeks. But for me, two weeks was just the right amount of time.

Speaker 3

Two years ago, I volunteered at a large orphanage in Brazil. I made friends from all over the world and had the chance to work with an amazing group of children. Volunteering is an incredible thing to do because when you volunteer you aren't just a tourist – you actually feel like you're living in that country. The local people treat you differently, too. They're so happy that you have come to help their community that they do everything to make you feel welcome. They treat you like you're a local, not just a tourist.

Speaker 4

Last year, I volunteered for a month at an orphanage in Vietnam. I chose a tiny orphanage in a mountain village in Northern Vietnam, so I was really surprised to find lots of other foreign volunteers at the orphanage. There were people from Europe, Australia and even South Africa, which was really great. I loved every minute of my volunteer experience. The children at the orphanage were all really happy and well looked after. I've already written to the manager of the orphanage to say that I want to come back next summer.

Speaker 5

Last summer, I volunteered at an orphanage in Thailand. My work at the orphanage was the most difficult thing I have ever done in my life! However, it was also the best experience of my life. I was only

meant to spend a month at the orphanage, but when the time came to leave, I didn't want to. That's why I stayed for two months instead of one. The children at the orphanage were really happy to have me there, and it felt great to see the smiles on their faces every day. I really recommend volunteering.

➤ **Exercise 2a (p. 112)**

The picture shows a group of teenagers on a bus. There are three girls near the front and a boy sitting behind them. Others are sitting at the back. The girls are wearing bright coloured clothes and smiling. They and the boy are sending texts or playing games on their mobiles. They all seem to be enjoying themselves so they are probably on a school trip somewhere. I personally find days out like this a welcome change from the dull routine.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self-Assessment Forms

CODE
**** Excellent *** Very Good ** OK * Not Very Good

Student's Self-Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.	
• talk about countries & nationalities	
• talk about sports & hobbies	
• talk about jobs	
• give personal information	
• introduce & greet	
• describe people	
• compare people	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a blog entry about myself	
• write a dialogue giving personal details	
• write about my country's flag	
• write a description of myself	
• write sentences describing people	
• write an informal email giving personal information	
• write a quiz about landmarks in various countries	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.	
• talk about rooms, furniture, fixtures & appliances	
• talk about position	
• request information about renting a flat	
• give directions	
• talk about geographical features	
• talk about shops & products	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a paragraph comparing my house to another house	
• write a short text describing my favourite room	
• write a leaflet about tourist attractions in my town/city	
• write sentences comparing your lifestyle to another people's	
• write an email to a pen-friend about my house	
• write a paragraph describing a tower or a building	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self-Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about my daily routine	
• talk about a job routine	
• talk about college life	
• ask/tell the time	
• make arrangements	
• identify animals	
• talk about school life & school rules	
• give advice/make suggestions	
• talk about relations within a family	
• identify people	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph comparing my daily routine to Bill's	
• write sentences about what I do at weekends	
• write an informal email about my visit to a hotel	
• write about rules in my school	
• write an informal email giving news	
• write a quiz about an animal category	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.	
• talk about the weather	
• talk about holiday activities	
• talk about clothes I usually wear	
• buy drinks & snacks	
• describe markets	
• talk about food & drinks	
• make suggestions	
• talk about types of climate	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a postcard from a holiday resort in my country	
• write descriptions of photographs	
• write a short description of a place people in my city go shopping	
• write sentences giving reasons why I would visit a market	
• write about my plans for this weekend	
• write a postcard describing a festival I am attending	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self-Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about places in a town	
• talk about lifestyles in the past	
• talk about childhood memories	
• talk about famous people from history	
• talk about different types of films and what I like/dislike giving reasons	
• recommend a film	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph describing a town in the past	
• write a quiz about an ancient civilization	
• write sentences comparing lifestyles in the past	
• write a paragraph about a famous person from history	
• write an informal email describing a film I watched	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about exciting experiences & activities	
• talk about means of transport	
• talk about charity organisations	
• volunteer to help	
• talk about gadgets	
• talk about social etiquette in various countries	
• talk about minor injuries/ailments	
• give advice	
• explain how mobile phone networks work	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an informal email from a holiday resort	
• write about a strange experience I had	
• write about a charity organisation in my country	
• write about an embarrassing moment I had using one of my gadgets	
• write about social etiquette in my country	
• write a story	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
talk about countries & nationalities			
talk about sports & hobbies			
talk about jobs			
give personal information			
introduce & greet			
describe people			
compare people			
write a blog entry about themselves			
write a dialogue giving personal details			
write about my country's flag			
write a description of themselves			
write sentences describing people			
write an informal email giving personal information			
write a quiz about landmarks in various countries			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
talk about rooms, furniture, fixtures & appliances			
talk about position			
request information about renting a flat			
give directions			
talk about geographical features			
talk about shops & products			
write a paragraph comparing their house to another house			
write a short text describing their favourite room			
write a leaflet about tourist attractions in their town/city			
write sentences comparing their lifestyle to another people's			
write an email to a pen-friend about their house			
write a paragraph describing a tower or a building			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
talk about my daily routine			
talk about a job routine			
talk about college life			
ask/tell the time			
make arrangements			
identify animals			
talk about school life & school rules			
give advice/make suggestions			
talk about relations within a family			
identify people			
write a paragraph comparing their daily routine to Bill's			
write sentences about what they do at weekends			
write an informal email about their visit to a hotel			
write about rules in their school			
write an informal email giving news			
write a quiz about an animal category			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about the weather			
talk about holiday activities			
talk about clothes they usually wear			
buy drinks & snacks			
describe markets			
talk about food & drinks			
make suggestions			
talk about types of climate			
write a postcard from a holiday resort in their country			
write descriptions of photographs			
write a short description of a place people in their city go shopping			
write sentences giving reasons why they would visit a market			
write about my plans for this weekend			
write a postcard describing a festival they are attending			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about places in a town			
talk about lifestyles in the past			
talk about childhood memories			
talk about famous people from history			
talk about different types of films and what they like/dislike giving reasons			
recommend a film			
write a paragraph describing a town in the past			
write a quiz about an ancient civilization			
write sentences comparing lifestyles in the past			
write a paragraph about a famous person from history			
write an informal email describing a film they watched			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about exciting experiences & activities			
talk about means of transport			
talk about charity organisations			
volunteer to help			
talk about gadgets			
talk about social etiquette in various countries			
talk about minor injuries/ailments			
give advice			
explain how mobile phone networks work			
write an informal email from a holiday resort			
write about a strange experience they had			
write about a charity organisation in their country			
write about an embarrassing moment they had using one of my gadgets			
write about social etiquette in their country			
write a story			

Module 1

1a

- | | | |
|---|-----------------|----------------|
| 1 | 1 photography | 5 volleyball |
| | 2 cycling | 6 horse riding |
| | 3 painting | 7 woodwork |
| | 4 playing music | 8 writing |
-
- | | | | |
|---|--------------|----------|-----------|
| 2 | 1 footballer | 3 player | 5 team |
| | 2 club | 4 hero | 6 student |
-
- | | | | |
|---|------------|-------------|---------------|
| 3 | 2 American | 5 Italian | 8 Argentinian |
| | 3 Irish | 6 Brazilian | 9 Mexican |
| | 4 English | 7 Russian | 10 French |
-
- | | | | | |
|---|-------|-------|-------|------|
| 4 | 2 am | 4 is | 6 are | 8 is |
| | 3 are | 5 are | 7 are | 9 is |
-
- | | | | | | |
|---|-------|------|------|-------|--------|
| 5 | 1 am | 4 am | 7 is | 10 is | 13 is |
| | 2 is | 5 is | 8 am | 11 is | 14 are |
| | 3 are | 6 am | 9 is | 12 is | |

1b

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 1 | 1 C | 2 B | 3 D | 4 E | 5 A | 6 F |
|---|-----|-----|-----|-----|-----|-----|
-
- | | | | |
|---|------------|-------------|---------------|
| 2 | 1 Is, is | 5 isn't | 9 Are, 'm not |
| | 2 'm not | 6 aren't | 10 Is, is |
| | 3 Are, are | 7 'm not | |
| | 4 aren't | 8 Is, isn't | |
-
- | | | | |
|---|--------|--------|---------|
| 3 | 1 He | 3 your | 5 yours |
| | 2 mine | 4 They | 6 Her |
-
- | | | | |
|---|------------|------------|------------------|
| 4 | 1 She, She | 4 His, his | 7 Her, he is |
| | 2 We | 5 Their | 8 this, We, ours |
| | 3 My, We | 6 I, It | |
-
- | | | | | |
|---|---------|-------|-------|--------|
| 5 | a) 1 'm | 4 I | 7 are | 10 is |
| | 2 Spain | 5 is | 8 are | 11 his |
| | 3 an | 6 His | 9 a | 12 a |
-
- b) 1 He is nineteen years old.
 2 He is Spanish.
 3 He is an artist./He is Ken's favourite artist.
 4 It is a painting called *Water Lilies*.

6 (Suggested Answer)

Hi! I'm Anna. I'm eighteen years old. I'm from Italy. I'm a waitress. My favourite artist is Wassily Kandinsky. He's from Russia. His paintings are very colourful. My favourite one is a painting called *Composition VIII*. Kandinsky is a great artist!

1c,d

- | | | |
|---|-----------|------------------------|
| 1 | 1 display | 4 symbol |
| | 2 colours | 5 special |
| | 3 nation | 6 government buildings |
-
- | | | | |
|---|-------------|-----------|------------|
| 2 | 1 March | 3 January | 5 February |
| | 2 September | 4 April | 6 May |
-
- | | | | | | |
|---|-------|-----|-----|-----|-----|
| 3 | A 1 a | 2 a | 3 b | 4 a | 5 a |
| | B 1 a | 2 b | 3 b | 4 a | |
| | C 1 b | 2 a | 3 b | 4 b | |

4 (Suggested Answers)

- 1 A: Hi, Lucy!
 B: Hi, Tim.
 A: How are you?
 B: Great, and you?
 A: Great.
- 2 A: It's time to go home.
 B: OK. See you later.
 A: Bye.
 B: Take care.
- 3 A: Hi, I'm Sam.
 B: Hi Sam, I'm Andrew. Nice to meet you.
 A: Nice to meet you too. This is Jen. She is my friend from school.
 B: Hi Jen, nice to meet you.
 A: Nice to meet you too, Andrew.

1e

- | | | | |
|---|---------|---------|---------|
| 1 | 1 eye | 5 ear | 9 mouth |
| | 2 lips | 6 teeth | 10 chin |
| | 3 hair | 7 nose | |
| | 4 cheek | 8 neck | |
-
- 2 a) A 1 thin 3 long 5 full
 2 young 4 curly
- B 1 young 3 short 5 fair
 2 slim 4 straight
- C 1 old 3 straight 5 moustache
 2 well-built 4 grey
- b) (Suggested Answers)
 She is young and slim. She's got long, wavy, dark hair. She's got blue eyes. She's got thin lips. He is middle-aged and well-built. He has got short, dark hair. He has got brown eyes and thin lips.
- 3 1 middle-aged 3 full
 2 leg 4 slim
- 4 1 T 3 F 5 F
 2 F 4 T 6 F
- 5 1 in trees 4 dogs' teeth around their necks/short, dark hair/a bone through their nose.
 2 dark
 3 short

1f

- | | | | |
|---|--------------|----------------|------------|
| 1 | 1 hockey | 4 golf | 7 tennis |
| | 2 cycling | 5 martial arts | 8 canoeing |
| | 3 basketball | 6 cricket | 9 surfing |
-
- | | | |
|---|-----------------|------------------------|
| 2 | 1 the youngest | 6 the highest |
| | 2 the longest | 7 faster |
| | 3 stronger | 8 more |
| | 4 more exciting | 9 more dangerous |
| | 5 smaller | 10 the most successful |
-
- | | | |
|---|-----------------------|--------------------|
| 3 | 1 the greatest | 6 the worst |
| | 2 the tallest, taller | 7 more popular |
| | 3 the slowest | 8 better, younger |
| | 4 the fastest | 9 the most |
| | 5 the best | 10 the most famous |

- 4 Speaker 1 B Speaker 3 C Speaker 5 F
Speaker 2 D Speaker 4 A

1g

- 1 1 Peter can't dive. 5 Peter can swim.
2 Peter can play the guitar. 6 Peter can ride a bike.
3 Peter can't dance. 7 Peter can't sing.
4 Peter can't cook. 8 Peter can't drive a car.
9 Peter can run fast.

- 2 1 What 4 How old 7 Where
2 Where 5 What 8 Which
3 Who 6 How old

- 3 1 What, Carla Delgado
2 Where, She's from Mexico.
3 How old, She is 17.
4 What, She is Mexican.
5 What/Which, Maths and Science.
6 What/Which, cycling

4 (Suggested Answers)

I can ride a bike and swim.
I can't cook or drive a car.

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

1h

- 1 A 3 B 2 C 4 D 1

- 2 1 His favourite football player is Javier Hernandez.
2 Matt is from Sydney, Australia.
3 Kate's favourite day is Wednesday.
4 Jim is English, but I am Scottish.
5 My favourite month is July.

3 (Suggested Answers)

- 1 He is 15.
2 He is from Madrid.
3 The name of his school is Park High School.
4 His favourite subject is Art.
5 His favourite sport is football.
6 His favourite sport star is Fernando Torres.
7 His favourite singer is Kanye West.
8 His favourite actor is Johnny Depp.
9 His favourite hobby is painting.

4 (Suggested Answer)

Hi Peter,
My best friend is Alfredo. He is 15. He is from Madrid and he is a student at Park High School. He's tall and thin with blue eyes and short curly hair. His favourite subject is Art. His favourite sport is football.
What about you? Who is your best friend?
Write soon.
Monica

1i

- 1 The landmark is in Giza, Egypt.

- | | | | |
|----------------|--|--------------|--|
| Across | | Down | |
| 1 KUALA LUMPUR | | 2 WASHINGTON | |
| 3 TORONTO | | 3 TRIPOLI | |
| 4 PISA | | 5 AGRA | |
| 6 SANTIAGO | | 6 SYDNEY | |
| 7 DUBAI | | 8 BEIJING | |
| 9 GIZA | | | |
| 10 BANGKOK | | | |

- 2 1 a 2 a 3 b 4 a 5 a

Notions & Functions

- | | | | |
|-----|-----|-----|------|
| 1 a | 4 b | 7 b | 10 b |
| 2 a | 5 a | 8 a | 11 b |
| 3 b | 6 a | 9 b | 12 b |

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 C | 7 C | 13 C | 19 B | 25 C |
| 2 B | 8 C | 14 B | 20 A | 26 B |
| 3 C | 9 C | 15 B | 21 C | 27 A |
| 4 A | 10 A | 16 C | 22 B | 28 B |
| 5 C | 11 A | 17 C | 23 A | 29 B |
| 6 A | 12 B | 18 B | 24 A | 30 C |

Reading Task

- | | | | | |
|-----|------|-----|------|------|
| 1 T | 3 NS | 5 F | 7 T | 9 F |
| 2 T | 4 F | 6 F | 8 NS | 10 T |

Module 2

2a

- | | | |
|--------------|---------------|-----------|
| 1 1 bathroom | 3 living room | 5 bedroom |
| 2 kitchen | 4 dining room | |

- | | | | |
|----------|---------|-------|---------|
| 2 1 is | 3 isn't | 5 is | 7 isn't |
| 2 aren't | 4 are | 6 are | |

- 3 2 Are there, Yes, there are.
3 Is there, Yes, there is.
4 Are there, No, there aren't.
5 Are there, No, there aren't.
6 Is there, No, there isn't.
7 Are there, No, there aren't.
8 Is there, No, there isn't.

- | | | |
|---------------|--------------|-------------|
| 4 1 any, some | 3 any, any | 5 any, some |
| 2 some, any | 4 some, some | 6 some, any |
| 5 1 windows | 3 mirrors | 5 bath |
| 2 stairs | 4 carpet | |

2b

- | | |
|-----------------|--------------|
| 1 1 view | 4 disposable |
| 2 neighbourhood | 5 toaster |
| 3 fridge | 6 tins |

- | | | |
|---------------|----------|------------|
| 2 1 computers | 5 roofs | 9 feet |
| 2 tins | 6 boxes | 10 men |
| 3 leaves | 7 knives | 11 toys |
| 4 pipes | 8 plants | 12 brushes |

WORKBOOK KEY

- 3 1 This 3 Those 5 Those
2 That 4 These 6 This
- 4 1 in front of 3 behind 5 Next to
2 on 4 between 6 under
- 5 2 There are cushions on the sofa.
3 There is a carpet on the floor.
4 There is a bookcase between the window and the sofa.
5 There are flowers in the vase.

6 (Suggested Answer)

My living room is big. There are two armchairs. The armchairs have got cushions. There is a sofa between the two armchairs. There is a bookcase behind the sofa. There are books in the bookcase. There is a big window next to the bookcase. There aren't any posters on the wall.

2c,d

- 1 a) 1 C 3 D 5 B 7 F
2 E 4 A 6 G
- b) 1 speedboat ride 5 skating rink
2 symbol of American independence 6 on the first floor
3 take photographs 7 get wet
4 living room
- 2 1 four 3 large 5 family
2 modern 4 views 6 Mrs Fraser
- 3 1 a 3 a 5 a 7 b
2 b 4 a 6 b

4 (Suggested Answer)

Eva: Hey, Lyn. How's your new flat?
Lyn: Oh, it's great. It's really big.
Eva: Really? How many rooms has it got?
Lyn: It's got three bedrooms, a large living room, a big modern kitchen and a bathroom. There's also a big balcony at the front.
Eva: It sounds amazing! What floor is it on?
Lyn: It's on the fourth floor, so I have a great view of the city.
Eva: Where is it? Is it far from the city centre?
Lyn: It's near Flinders Street station, so it's not far from the centre.
Eva: Wow! That's a nice area. You're so lucky!

2e

- 1 1 CLIFF 5 LAKE 9 WATERFALL
2 BEACH 6 SEA 10 RIVER
3 ISLAND 7 MOUNTAIN
4 DESERT 8 FOREST
- 2 1 on 3 on 5 from 7 at
2 to 4 with 6 above
- 3 1 F 2 T 3 F 4 T
- 4 1 the sea/skyscrapers 4 tourists
2 the boats 5 three-storey boat
3 very simple

2f

- 1 a) 1 baker's 4 florist's 7 pet shop
2 butcher's 5 chemist's 8 clothes shop
3 supermarket 6 bookshop

b) (Suggested Answer)

In my neighbourhood, there is a baker's, a chemist's and a bookshop. There aren't any clothes shops and there isn't a supermarket.

- 2 1 Turn right. 3 Turn left.
2 Don't park. 4 Don't smoke.
- 3 1 across 4 up 7 along
2 over 5 out of 8 into
3 down 6 through
- 4 1 a, the, the, the 5 -, a
2 an, the, the 6 -, -
3 the, the 7 -, -, the
4 -, -, a, - 8 -, the

2g

- 1 **Across** 2 **Down**
1 cinema 2 Internet café
4 school 3 clothes shop
6 baker's 5 café
7 fast food 6 bookshop
8 pet shop

Picture: Internet café

- 2 1 do you know where the post office is
2 Turn right
3 go down
4 Walk past
5 next to the baker's on your left
6 You're welcome

3 (Suggested Answer)

Go along Prince Street and turn right into Park Lane. Go past the cinema and turn left into Bow Street. My house is opposite the library.

- 4 1 C 2 B 3 A 4 D

5 (Suggested Answers)

- 1 A: Your total is £10.50, please. Is it cash or credit card?
B: Cash, here you are.
A: Thank you. Here's your change.
B: Thank you. Goodbye.
- 2 A: Two burgers, please.
B: OK. Is there anything else?
A: One lemonade, please.
B: OK. Right away.

2h

- 1 A 3 B 1 C 2
- 2 1 How are you?
2 The bank is next to the sports centre.
3 In my bedroom there is a bed, a wardrobe, a desk for my computer and a bookcase.
4 My favourite room is the kitchen.

- 5 What is opposite the bakery?
6 My room is great!

- 3 1 It has got a huge garden.
2 My bedroom is big.
3 There is a great view from the balcony.
4 It's in a quiet neighbourhood.
5 My flat is next to a big park.
6 There is a small bookcase in the study.

4 (Suggested Answers)

- 1 My house is in a quiet neighbourhood.
2 There are 5 rooms.
3 In my room there is a bed, a large desk, a wardrobe and a bookshelf.
4 The best thing about my house is the large garden.
5 There is a baker's and a butcher's, but there isn't a cinema.

5 (Suggested Answers)

My house is in a quiet neighbourhood.
There are 5 rooms in my house.
In my room there is a bed, a large desk, a wardrobe and a bookshelf.
The best thing about my house is the large garden.
In my neighbourhood there is a baker's and a butcher's, **but there isn't** a cinema.

2i

- 1 steel glass wood brick
2 1 steel 3 view 5 restaurant
2 top 4 glass 6 sight

Notions & Functions

- 1 b 3 a 5 b 7 a 9 a 11 a
2 b 4 b 6 a 8 a 10 a 12 b

Language & Grammar Review

- 1 B 8 B 15 B 22 C 29 B
2 A 9 C 16 B 23 B 30 A
3 B 10 C 17 A 24 A 31 C
4 A 11 A 18 C 25 A 32 A
5 C 12 A 19 B 26 A 33 B
6 A 13 C 20 C 27 A 34 B
7 C 14 C 21 A 28 A 35 A

Reading Task

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

Module 3

3a

- 1 1 B 2 D 3 C 4 A 5 E
2 1 gets up 5 plays 9 plays
2 has 6 walks 10 watches
3 walks 7 has 11 goes
4 has 8 walks

- 3 1 poisonous 3 bite 5 routine
2 venom 4 milks
4 1 is 8 walks 15 says
2 lives 9 catches 16 takes
3 has 10 gets 17 returns
4 gets up 11 studies 18 goes
5 cooks 12 shares 19 likes
6 eat 13 finishes
7 leaves 14 play

3b

- 1 1 wildlife 4 office 7 nature
2 keep 5 catch 8 tiring
3 Dawn 6 outdoors 9 shifts
2 1 Does No, he doesn't.
2 Does No, she doesn't.
3 Does Yes, he does.
4 Do Yes, they do.
5 Does Yes, she does.
6 Does Yes, she does.
7 Do No, they don't.
8 Does Yes, he does.
3 1 On 3 In 5 On 7 In
2 at 4 In 6 at 8 at

- 4 1 I **sometimes** go to the gym.
2 I **usually** get up early.
3 Steven **always** helps with the chores.
4 Maria is **never** late.
5 I **often** go shopping with my mum.

- 5 1 A: do you usually do 4 A: Does she watch
B: watch B: doesn't, surfs
2 A: does he go 5 A: do they do
B: goes B: go
3 A: Does he play 6 A: do you leave
B: doesn't, plays B: catch

3c,d

- 1 1 make 4 last 7 instrument
2 study 5 further 8 join
3 events 6 catch up
2 1 seven o'clock/seven
2 half past seven/seven thirty
3 (a) quarter to seven/six forty-five
4 (a) quarter past seven/seven fifteen
5 twenty to seven/six forty
6 twenty past seven/seven twenty
7 ten to seven/six fifty
8 ten past seven/seven ten

- 3 1 b 2 a 3 b 4 a

- 4 1 b 2 a 3 a 4 b

5 (Suggested Answer)

Joe: Hi Paul, do you want to play football after school today?
Paul: That sounds good.
Joe: Good. What time do you want to meet?
Paul: Is 4:30 OK for you?

WORKBOOK KEY

Joe: Not really. My piano lesson finishes at 5.
 Paul: That's not a problem. Let's meet at your house at 5:30 then.
 Joe: OK, see you then.

3e

- 1 1 monkey 4 bear 7 duck
 2 hamster 5 snake 8 horse
 3 giraffe 6 eagle
- 2 1 slice 3 do 5 promises
 2 stare 4 make
- 3 1 gentle 3 exotic 5 amazing
 2 playful 4 rare 6 normal
- 4 a) 1 T 2 F 3 T 4 F 5 T

b) (Suggested Answer)

Yes, I want to visit The Elephant Nature Park because I want to have breakfast with the elephants and watch them play.

No, I don't want to visit The Elephant Nature Park because I'm afraid of elephants.

3f

- 1 1 switches 3 take 5 fly
 2 are 4 works 6 get
- 2 1 c 2 e 3 b 4 a 5 d
 1 circus skills 4 packed lunch
 2 unique experience 5 tightrope walking
 3 school uniform
- 3 2 You don't have to sit at a specific table.
 3 You don't have to bring your own drinks.
 4 You have to put your rubbish in the bin.
 5 You don't have to wash your plate.
 6 You have to be polite to the lunch staff.
- 4 You should/ought to arrive before the performance.
 You should/ought to be quiet during the performance.
 You should/ought to turn off your mobile phone.
 You shouldn't/ought not to touch the circus animals.
 You shouldn't/ought not to put your feet on the seats.
 You shouldn't/ought not to bring your own food.
 You shouldn't/ought not to enter the circus area.
- 5 1 great 4 horrible
 2 interesting 5 good, terribly
 3 beautifully, carefully

3g

- 1 2 nephew 5 niece
 3 uncle 6 grandfather/granddad
 4 granddaughter 7 cousins
- 2 2 aunt 4 husband 6 son
 3 grandmother 5 nephew 7 sister
- 3 1 C 2 A 3 B
- 4 1 F 2 T 3 F 4 F 5 T 6 T

- 5 1 B 2 D 3 C 4 A

3h

- 1 1 an email 3 my family
 2 my pen friend Sandra
- 2 A 4 B 3 C 1 D 2
- 3 1 B 2 C 3 D 4 A
- 4 1 but 2 and 3 and 4 or 5 but

5 a) (Suggested Answer)

- 1 There are four people in my family.
 2 My dad's name is Paul. My mum's name is Maria. My brother's name is Chris.
 3 My dad is 42. My mum is 39. My brother is 8.
 4 My dad is a teacher. My mum works in a bank. My brother is in primary school.

b) (Suggested Answer)

Dear Karen,
 I hope you're OK. Your family sounds really nice. My family is great. I've got a little brother, Chris. He's 8 and he goes to primary school. My dad, Paul is 42 years old and he is a teacher. My mum's name is Maria. She's 39 and works at a bank. My mum's sister, Sandy, often visits us. She's an air hostess and she's my favourite aunt. Have to go and finish my homework now. Write back soon.
 Yours,
 Tammy

3i

- 1 1 tortoise 3 snake 5 dinosaur
 2 crocodile 4 lizard 6 iguana
- 2 1 reptile 3 lives 5 meat
 2 backbone 4 warm 6 vegetables
- 3 1 a 2 b 3 a 4 b 5 a

Notions & Functions

- 1 a 3 b 5 a 7 b 9 b 11 a
 2 b 4 a 6 b 8 a 10 b 12 a

Language & Grammar Review

- 1 B 7 B 13 A 19 C 25 B
 2 C 8 B 14 B 20 B 26 C
 3 B 9 C 15 B 21 A 27 A
 4 C 10 A 16 B 22 C 28 A
 5 C 11 C 17 C 23 A 29 C
 6 C 12 A 18 C 24 C 30 A

Reading Task

- 1 A 2 B 3 B 4 C 5 D

Module 4

4a

- | | | | |
|---|-------------------------|----------------|--------------|
| 1 | 1 sights | 4 crafts | 8 fort |
| | 2 flea market | 5 route | 9 volcano |
| | 3 snow-capped mountains | 6 snack | |
| | | 7 tour | |
| 2 | 1 foggy | 4 windy | 7 snowy |
| | 2 cold | 5 rainy | 8 cloudy |
| | 3 sunny | 6 warm | |
| 3 | 1 sunny | 5 sightseeing | |
| | 2 beach | 6 shopping | |
| | 3 swimming | 7 hiking | |
| | 4 eating/trying/tasting | | |
| 4 | 1 flying | 5 playing | 9 sending |
| | 2 eating | 6 making | 10 buying |
| | 3 shopping | 7 writing | 11 listening |
| | 4 coming | 8 swimming | 12 sitting |
| 5 | 1 is snowing | 3 are visiting | 5 is taking |
| | 2 are wearing | 4 are carving | 6 am having |

4b

- 1 **Shoes:** sandals, trainers, boots
Clothes: T-shirt, shirt, dress, top, skirt, coat, trousers, sweatshirt, shorts
Accessories: cap, gloves, hat, scarf, socks
- 2 1 half price 4 expensive 7 together
 2 success 5 match
 3 looking for 6 present
- 3 1 is talking 4 have 7 don't come
 2 doesn't ride 5 help 8 is wearing
 3 are waiting 6 aren't playing
- 4 2 Are they fishing? Yes, they are.
 3 Is the girl reading a magazine? No, she isn't.
 4 Are they listening to music? No, they aren't.
 5 Are the boys wearing trousers? No, they aren't.
 6 Is the girl holding a fishing rod? Yes, she is.
- 5 1 are having 4 explore 7 go
 2 are staying 5 loves 8 am sitting
 3 eat 6 visits 9 are looking

4c,d

- 1 1 D 3 G 5 F 7 C
 2 H 4 B 6 A 8 E
- 1 food court 5 amusement park
 2 fast food restaurant 6 dinosaur museum
 3 Shopping malls 7 roller coaster
 4 14-screen cinema 8 sea creatures
- 2 1 visits 4 see 7 has
 2 get 5 shops 8 book
 3 watches 6 stays
- 3 1 from 2 for 3 of 4 in 5 of
- 4 1 I'd like a slice of pizza, please.
 2 How much is a lemonade?
 3 Can I have one, please?

- 4 Here's your pizza and your lemonade.
 5 Here you are.
 6 Here's your change.

5 (Suggested Answer)

- A: Hello. What can I get you?
 B: Hi. I'd like a hotdog, please.
 A: Ok. Anything else?
 B: How much is a cola?
 A: It costs £1.80.
 B: OK. Can I have one, please.
 A: Sure. Here's your hotdog and your cola. That's £5, please.
 B: OK. Here you are.
 A: Thank you. Here's your change.
 B: Thanks. Bye.

4e

- 1 1 stall 4 map 7 choose
 2 stable 5 fried
 3 bargain 6 delicious
- 2 1 mustn't 3 must 5 mustn't
 2 can't 4 can
- 3 1 B 2 C 3 B 4 B 5 A
- 4 1 T 3 F 5 T 7 T
 2 F 4 F 6 F
- 5 1 the Togo Shrine Flea Market
 2 nice
 3 on Sundays.
 4 souvenirs at the market.
 5 a rich culture.

4f

- 1 **DAIRY PRODUCTS:** cheese, butter
MEAT & FISH: salmon, beef, chicken
FRUIT: bananas, cherries, tomatoes,
VEGETABLES: beans, onions, lettuce, cauliflower
DRINKS: tea, water, coffee
OTHER: cereal, bread, rice, sugar, pasta
- 2 1 steamed 4 slice 7 cold
 2 green 5 creamy 8 strong
 3 good 6 scrambled
- 3 1 a few 4 much 7 some
 2 much 5 some 8 a lot of
 3 a little 6 many 9 a little
- 4 1 many, a few 4 much, a little
 2 many 5 lots of, a few
 3 a few, some 6 a lot of, some
- 5 2 Are, going to eat, aren't
 3 Is, going to meet, is
 4 Are, going to go, aren't
 5 Are, going to go, are
 6 Is, going to have, isn't
 7 Are, going to visit, are
- 6 1 am going to cook 4 am going to have
 2 am not going to watch 5 am not going to go
 3 am going to do

4g

- 1 1 E 2 D 3 A 4 B 5 C
 1 paint their faces 4 crown the queen
 2 play music 5 dancing in the streets
 3 watching the parade

2 (Suggested Answer)

The weather is nice and sunny. People are watching a parade in the streets. People are wearing traditional costumes and they are dancing in the streets.

- 3 1 T 2 F 3 T 4 F 5 F 6 T
 4 1 a 2 b 3 b 4 b 5 a 6 a

4h

- 1 1 B 2 C 3 A
 2 1 C 2 O 3 C 4 O
 3 1 traditional 3 colourful 5 spectacular
 2 delicious 4 happy

4 (Suggested Answer)

- 1 My favourite festival is Bonfire Night.
 2 Every 5th of November.
 3 It only lasts for one night.
 4 Some people parade through the streets wearing special costumes. There is a fireworks display and we light a bonfire.
 5 The fireworks display is very beautiful. We eat traditional soup and baked potatoes.

5 (Suggested Answer)

Hi Bill,
 Greetings from England! My favourite festival is Bonfire Night. It's on 5th November. We celebrate it every year. It lasts for one night.
 At the moment, we're watching a parade. People are wearing special costumes. People are playing music in the streets and some people are dancing.
 Right now, my sister is eating some delicious traditional soup and a baked potato from the bonfire. We are all waiting to watch the beautiful fireworks display. It's a great festival.
 What is your favourite festival?
 Bye for now,
 Emily

4i

- 1 1 holds 2 below 3 season 4 shore
 2 a) 1 characterises 4 reach
 2 exist 5 drop
 3 lasts 6 survive
 b) 1 F 2 T 3 F 4 T

Notions & Functions

- 1 b 3 b 5 b 7 b 9 a
 2 a 4 b 6 a 8 a 10 a

Language & Grammar Review

- 1 B 7 B 13 B 19 C 25 A
 2 B 8 B 14 C 20 A 26 A
 3 C 9 A 15 C 21 B 27 C
 4 B 10 B 16 A 22 C 28 B
 5 B 11 B 17 C 23 A 29 C
 6 C 12 A 18 C 24 C 30 A

Reading Task

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

Module 5

5a

- 1 ACROSS**
 5 CLOTHES SHOP 11 DEPARTMENT STORE
 6 CAR PARK

- DOWN**
 1 POST OFFICE 8 HOSPITAL
 2 RESTAURANT 9 HOTEL
 3 THEATRE 10 CAFÉ
 4 BLOCK OF FLATS 12 MUSEUM
 7 BOOKSHOP

- 2 1 ancient 3 full 5 large
 2 narrow 4 busy 6 small
 3 1 C 2 E 3 A 4 F 5 D 6 B
 4 1 was 5 were 9 wasn't
 2 was 6 was 10 was
 3 Were 7 was
 4 weren't 8 Was
 5 1 weren't 4 had 7 had
 2 were 5 was
 3 didn't have 6 didn't have

5b

- 1 1 worked 3 hunted 5 ruled
 2 transported 4 played 6 attended
 2 1 Could 4 Could, had
 2 Did, didn't 5 Did, didn't
 3 Could
 3 1 worked 5 attended 9 studied
 2 lived 6 played 10 discovered
 3 fished 7 walked
 4 travelled 8 designed
 4 1 lived 6 stopped 11 didn't use
 2 owned 7 returned 12 had
 3 consisted 8 played 13 used
 4 started 9 didn't play 14 watched
 5 studied 10 enjoyed
 5 a) 1 did you do 3 Did you enjoy
 2 went 4 was

b) (Suggested Answer)

A: What did you do last weekend?
 B: I went to the cinema with Jane.
 A: Did you enjoy it?
 B: Yes, the film was great.

5c,d

- 1 1 print 4 dance 7 portable
 2 band 5 miniskirts
 3 shocked 6 style

- 2 1 about 3 on 5 to
 2 in 4 on 6 over

- 3 1 had 3 delivered 5 missed
 2 walked 4 helped

- 4 1 Did you like it there? 3 Was it boring?
 2 What about you? 4 Do you miss all that?

5 (Suggested Answer)

A: Did you live in a town when you were a child?
 B: No, I didn't. I lived in a small village.
 A: Did you like it there?
 B: Yes, I did. There was a lot to do. I walked the neighbour's dog and played football at the weekends.
 A: It sounds like you had a nice life there!
 B: Yes, it was great. What about you?
 A: I lived in a town before I moved here.
 B: Was it boring?
 A: No. There was always a lot to do. I played basketball with my friends and worked in a bookshop.
 B: Do you miss all that?
 A: Sometimes, but I like it here too!

5e

- 1 1 discovered 3 grew 5 destroyed
 2 dated back 4 constructed

- 2 1 thin 3 strong 5 modern
 2 small 4 ugly 6 short

- 3 1 fountains 3 bridge 5 baths
 2 rooms 4 park

- 4 a) 1 T 3 T 5 F 7 F
 2 F 4 T 6 T 8 T

- b) 1 the Mississippi River
 2 pyramids, houses, temples and strong walls
 3 used wooden poles and the sun
 4 a game called "chunkey"
 5 corn, tomatoes and meat
 6 left the city
 7 there was no food

5f

- 1 1 advisor 4 danger 7 stuck
 2 powers 5 forest 8 lifted
 3 myths 6 throne

- 2 a) 1 magical 3 put 5 medieval
 2 fight 4 local

- b) 1 local tournament 4 put an end
 2 had a vision 5 fighting battles
 3 medieval stories

- 3 1 were sailing 4 Were ... studying
 2 was talking 5 wasn't working
 3 was raining 6 was cooking, were playing

4 (Suggested Answers)

- 1 was playing football in the park.
 2 were watching a DVD.
 3 were surfing the Net.
 4 was helping with the chores.

5g

F	A	N	T	A	S	Y	B	Y	Z	T	F	W	H
L	N	O	B	C	O	M	E	D	Y	H	T	G	S
F	I	C	J	T	D	N	M	H	O	R	R	O	R
S	M	U	S	I	C	A	L	T	L	I	E	X	I
W	A	O	R	O	M	A	N	C	E	L	J	I	R
Z	T	N	S	N	O	E	P	U	K	L	Q	Z	U
W	E	S	T	E	R	N	W	W	A	E	Y	X	B
A	D	V	E	N	T	U	R	E	K	R	V	O	C

1

- 2 2 scary 4 interesting 6 amazing
 3 sad 5 funny

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

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

5h

- 1 1 It's a 3D fantasy film.
 2 The film stars Sam Worthington.
 3 It's about a time when humans went to war with the gods.
 4 He says that the film is full of action with amazing special effects.

- 2 1 amusing 4 dull 7 terrible
 2 great 5 depressing
 3 frightening 6 thrilling

- 3 1 miss it (P)
 2 should see it (P)
 3 Miss it/It's a bore to watch (N)
 4 a must-see (P)
 5 you'll love it (P)

4 (Suggested Answer)

- 1 It's an action film.
 2 Toby Maguire and Kirsten Dunst star in it.
 3 A teenage boy with superhero powers.
 4 Don't miss it!

5 (Suggested Answer)

Spiderman is an action film starring Toby Maguire and Kirsten Dunst. The story is about Peter Parker, a schoolboy with amazing superhero powers. At first Peter is just a normal boy. He doesn't have many friends. Then a radioactive spider bites him and gives him superpowers! He uses his powers to help people and fight the villain, the Green Goblin. He is in love with a girl called Mary-Jane.

The film is thrilling. I was on the edge of my seat. The special effects are amazing and everything Spiderman does looks real. You'll love it. Don't miss this film!

5i

- 1 1 farmed 3 respected 5 looked after
2 protected 4 pull 6 arrived

- 2 1 B 2 D 3 A 4 C
1 native tribes 3 wooden houses
2 grew crops 4 animal skin

- 3 1 on 2 for 3 down 4 to 5 from

Notions & Functions

- 1 a 3 a 5 b 7 a 9 b
2 a 4 a 6 a 8 a 10 a

Language & Grammar Review

- 1 C 7 A 13 C 19 B 25 B
2 C 8 A 14 B 20 A 26 A
3 A 9 C 15 C 21 B 27 C
4 A 10 C 16 C 22 B 28 B
5 B 11 C 17 B 23 A 29 C
6 C 12 C 18 B 24 C 30 A

Reading Task

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

Module 6

6a

- 1 1 ride 2 fly 3 sailed 4 drove
2 1 true 3 source 5 highlight
2 desert 4 clear
3 a) 1 D 2 C 3 E 4 A 5 F 6 B
b) 1 river cruise 3 double-decker bus
2 ancient ruins 4 city skyline
4 1 taken 4 done 7 climbed
2 made 5 ridden 8 tried
3 swum 6 seen
5 1 has visited 6 have decided
2 has left 7 has chosen
3 have stayed 8 has been
4 have travelled 9 have brought
5 has promised
6 1 has gone 4 has been 7 have been
2 have been 5 has gone 8 have been
3 has gone 6 has gone

6b

- 1 1 SCOOTER 4 FERRY 7 COACH
2 GONDOLA 5 RAFT 8 BOAT
3 HELICOPTER 6 SHIP 9 TRAIN
2 1 on board 4 thought 7 look
2 bouquet 5 bun
3 still 6 old-fashioned
3 1 I have not (haven't) had a holiday for two years.
2 Andy has lived in Brazil since 2008.
3 It has not (hasn't) snowed in my town for a long time.
4 He has not (hasn't) travelled abroad since last summer.
5 I have been in Venice for a few days now.
6 We have not (haven't) eaten out for months.
4 1 never 4 just 7 for
2 already 5 since
3 yet 6 ever
5 1 Have you ever been, haven't done
2 've never tried
3 've just received, has she been
4 Have James and Lilly arrived, haven't called
5 Have you done, have flown, have taken
6 haven't booked, 've asked

6c,d

- 1 1 capsule 3 attractions 5 explore
2 prison 4 impressive 6 chime
2 1 multimedia 4 guided 7 engine
2 stone 5 famous 8 power
3 panoramic 6 art
3 1 from 2 on 3 as 4 out 5 up
4 1 B 2 C 3 A 4 C 5 B
5 1 a 2 b 3 b 4 a

6e

- 1 1 download 4 instant 7 mode
2 application 5 networking
3 browse 6 text
2 1 haven't seen 6 gave
2 've been 7 've ever had
3 was 8 've never seen
4 forgot 9 've just downloaded
5 went 10 haven't seen
3 1 Have you listened, watched
2 Have you ever been, went
3 started, have you learnt
4 Have you sent, forgot
5 Have you heard, chatted
6 Have you spoken, called
4 1 C 3 A 5 A 7 B
2 B 4 C 6 A

6f

- 1 1 kiss 3 burp 5 point 7 indicate
2 blow 4 shake 6 purse 8 smile
- 2 1 social 3 index 5 contact 7 sign
2 make 4 show 6 firm 8 obliged
- 3 1 If something is broken, tell the host.
2 A thank-you note after the dinner is appreciated.
3 The Martins were sent flowers by Alice.
4 Formal dress is required.
5 The first toast was offered by the host.
- 4 1 T 2 F 3 F 4 T 5 F 6 F

6g

- 1 2 She has a stomach ache.
3 She has a fever.
4 She has a toothache.
5 He's sprained his wrist.
6 She has a nosebleed.
7 He's twisted his ankle.
8 She has a cold.
9 He has a headache.
10 He has sunburn.
- 2 1 C 2 E 3 B 4 D 5 A
- 3 1 B 2 A 3 A 4 A 5 C

6h

- 1 1 First 3 After that 5 Finally
2 Then 4 Next
- 2 1 told 5 opened 9 turned
2 was 6 entered 10 saw
3 didn't believe 7 started 11 shouted
4 decided 8 heard 12 ran
- 3 **(Suggested Answer)**
Last Saturday morning, my friend Ted and I decided to go mountain biking. It was a warm sunny day and there were no clouds in the sky.
- 4 A 6 B 4 C 1 D 3 E 5 F 2

5 (Suggested Answer)

Last Saturday morning, my friend Ted and I decided to go mountain biking. It was a warm sunny day and there were no clouds in the sky. It was a perfect day for a bike ride. First, we rode on an easy trail. After that, we decided to try a different trail. We were on a rough biking trail with lots of rocks and hills. Suddenly, Ted rode over a rock and fell off his bike. I quickly ran over to him. Ted was on the ground in pain and couldn't move his right leg. I used my mobile phone to call for help. Finally, an ambulance came and took us to the hospital. Ted had sprained his ankle, but it wasn't serious. A few days later, we were back on the mountain riding our bikes.

6i

- 1 1 sophisticated 4 messages
2 touch 5 get through
3 communicate 6 users
- 2 1 T 2 T 3 F 4 F 5 F

Notions & Functions

- 1 b 3 b 5 a 7 a 9 a 11 a
2 b 4 b 6 b 8 b 10 b 12 a

Language & Grammar Review 6

- 1 B 6 A 11 B 16 A 21 C 26 A
2 C 7 A 12 B 17 A 22 B 27 B
3 C 8 C 13 C 18 C 23 B 28 B
4 B 9 A 14 C 19 A 24 A 29 C
5 C 10 C 15 A 20 A 25 A 30 C

Reading Task

- 1 T 3 F 5 F 7 T
2 T 4 T 6 F

Grammar Bank 1

- 1 1 a 2 a 3 a 4 a 5 an 6 an
- 2 1 is 4 am 7 are 10 are
2 am 5 are 8 are 11 is
3 am 6 is 9 are 12 is
- 3 1 Are, am 4 Is, isn't, is/s
2 Is, isn't, is/s 5 Are, aren't, are/re
3 Are, aren't, are/re
- 4 1 'm 5 'm 9 'm 13 aren't
2 'm 6 Are 10 Are 14 's
3 'm 7 'm not 11 am
4 'm 8 'm 12 Are
- 5 1 My, She, hers 4 We, Our, He
2 She, Her 5 He, His, his
3 They 6 They, Their, theirs
- 6 2 Have
Yes, they have. They've got blue eyes.
3 Have
No, they haven't. They've got long fair hair.
4 Has
Yes, he has. He's got a moustache.
5 Has
No, she hasn't. She's got short brown hair.
- 7 1 more dangerous 6 the most difficult
2 the tallest 7 easier
3 more 8 the biggest
4 tougher 9 more expensive
5 the best 10 the most popular
- 8 1 taller 3 stronger 5 the best
2 the fastest 4 richer 6 the most successful
- 9 1 older 4 better 7 the most successful
2 taller 5 fastest
3 shorter 6 more

10 (Suggested Answer)

- 1 Who's the thinnest, Eve
- 2 What's the most difficult, Physics
- 3 What's the easiest, badminton
- 4 Who's the most famous, Usain Bolt
- 5 What's the most popular, football

- 11 1 can, can't 3 can't, can 5 can, can't
2 can, can't 4 can, can't

- 12 1 A: What 4 A: Which
2 A: How old 5 A: Who
3 A: Where

- 13 1 A: Who 3 A: Where
 B: ... is/'s Vicky. B: ... is/'s from Russia.
2 A: How 4 A: What
 B: ... is/'s 17. B: ... is/'s Music.

Grammar Bank 2

- 1 2 A: Is there 5 A: Are there
 B: Yes, there is. B: No, there aren't.
3 A: Are there 6 A: Is there
 B: No, there aren't. B: No, there isn't.
4 A: Are there
 B: No, there aren't.

- 2 1 some 3 some 5 any
2 a 4 an 6 a

- 3 2 They are glasses. 5 They are men.
3 They are leaves. 6 They are tomatoes.
4 They are pupils.

- 4 2 These, those 4 These, that
3 That, those 5 That, these

- 5 2 Those are mice. 6 These are desks.
3 These are brushes. 7 Those are posters.
4 Those are chairs. 8 These are sofas.
5 These are boxes.

- 6 2 Go straight on. 4 Turn left.
3 Don't cross the road. 5 Don't park here.

- 7 1 in 5 behind 9 next to
2 on 6 between 10 in
3 in front of 7 on
4 under 8 on

- 8 1 Jane's bedroom is small.
2 Our house has got a big garden.
3 Their school is on a busy street.
4 This is my favourite book.
5 Our town has got a modern sports centre.
6 Is there a large table in the dining room?

- 9 1 - 5 a, The 9 -, a, the, -
2 a, the 6 -, The, - 10 -
3 a, a, the 7 an, -, The 11 an, -
4 -, - 8 -, -, - 12 a, -, The

- 10 1 out of 4 past 7 into
2 along 5 through 8 up
3 over 6 across

Grammar Bank 3

- 1 1 sends 3 washes 5 studies
2 plays 4 lives 6 does

- 2 1 Do you have, play
2 does Desmond do, listens
3 doesn't like, eats
4 Does your dad go, catches

- 3 2 works 4 reads 6 takes 8 hangs out
3 lives 5 go 7 catches

- 4 1 A 3 A 5 A 7 A
2 A 4 B 6 B

5 (Suggested Answers)

- 2 Does – Yes, she does. 4 Do – No, I don't.
3 Does – No, he doesn't. 5 Does – Yes, he does.

- 6 1 on 2 at 3 in 4 in 5 at

- 7 2 I never catch the bus to school.
3 I sometimes help with the shopping.
4 Mrs Jones is always on time for lessons.
5 We don't often go out on Sunday.

- 8 1 live 6 have 11 doesn't like
2 are 7 walk 12 goes
3 don't 8 don't go 13 help
4 Do you have 9 stay 14 Do you do
5 get up 10 hang out

- 9 1 You should/ought to brush your teeth after meals.
2 You have to switch off your mobile phones during exams.
3 We don't have to get up early at the weekends.
4 Doctors have to wear a uniform at work.
5 You shouldn't/ought not to eat in class.
6 A teacher has to check students' homework.
7 Tom doesn't have to go to football practice on Sundays.
8 Students shouldn't/ought not to be late for the exam.
9 Jane doesn't have to take the bus to school.
10 You should/ought to exercise to keep fit.
11 Ruth has to answer phone calls and make appointments.
12 Students don't have to wear a uniform at school.

- 10 2 careless (adj) 5 wonderfully (adv)
3 difficult (adj) 6 tall (adj)
4 late (adv) 7 usually (adv)

- 11 1 good 3 softly 5 carefully
2 well 4 terribly 6 quietly

- 12 1 politely 3 well 5 early
2 quietly 4 beautifully

- 13 1 and 2 but 3 and 4 but 5 or

- 14 1 Marcella's 7 Her
 2 yours 8 children's
 3 Whose 9 theirs
 4 key of the car 10 boys'
 5 Who's 11 address of the house
 6 Nick and Mary's

- 9 2 He is going to call them tonight.
 3 Look at her. She is beautiful.
 4 She is going to meet us at the cinema.
 5 He has got two dogs. He's waiting them in the park.
 6 We are going to visit you tomorrow.

Grammar Bank 4

- 1 2 Is Bob sunbathing?
 No, he isn't. He's reading a book.
 3 Are John and Laura playing basketball?
 No, they aren't. They're playing football.
 4 Is Susan eating a burger?
 No, she isn't. She's eating an ice cream cone.
 5 Is Tony playing computer games?
 No, he isn't. He's playing the guitar.
 6 Are Shelly and Gary swimming in the lake?
 No, they aren't. They're fishing.
- 2 1 is eating 3 is playing 5 are reading
 2 are watching 4 are hiking
- 3 1 watch, have
 2 is Lucy going, needs
 3 are Dave and Vicky doing, are eating
 4 Do you want, am doing
 5 are they talking, are trying
 6 do you think, like
 7 is Mum cooking, don't know, smells
 8 Does it rain, is shining
- 4 1 are having 6 eating 11 return
 2 is 7 are swimming 12 Are you
 3 go 8 is making enjoying
 4 are staying 9 eat
 5 am sitting 10 go
- 5 1 B 3 C 5 C 7 B
 2 A 4 B 6 A 8 C
- 6 2 ... can buy souvenirs until 11 pm.
 3 ... can't watch this film if you're under 15.
 4 ... mustn't talk in class.
 5 ... must be with an adult in the pool.
 6 ... mustn't eat food inside the aquarium.
 7 ... can find lots of antiques at the local market.
 8 ... must book their tickets early.
- 7 1 too much 5 a lot of, some
 2 a few, any 6 How many, lots of
 3 How much, some, any 7 much, some
 4 any, a little 8 any, some
- 8 a) 1 ... are going to do ...
 2 ... aren't going to have ...
 3 ... is going to have ...
 4 ... isn't going to shop ...
 5 ... are going to shop ...
 6 ... is going to watch ...
 7 ... aren't going to watch ...
- b) (Suggested Answers)
 1 I'm going to relax this weekend.
 2 I'm going to clean the house this weekend.
 3 I'm not going to go to the cinema this weekend.
 4 I'm going to see my aunt this weekend.

Grammar Bank 5

- 1 1 were 6 was 11 Were 16 Were
 2 was 7 Were 12 weren't 17 wasn't
 3 were 8 wasn't 13 Were 18 was
 4 was 9 Were 14 was 19 were
 5 were 10 were 15 were 20 was
- 2 2 A: Was Machu Picchu a volcano?
 B: No, it wasn't. It was an ancient city.
 3 A: Was Thomas Edison a military leader?
 B: No, he wasn't. He was a famous inventor.
 4 A: Were the Beatles warriors?
 B: No, they weren't. They were a famous rock band.
 5 A: Was Neil Armstrong an English admiral?
 B: No, he wasn't. He was an American astronaut.
 6 A: Were the Navajo explorers?
 B: No, they weren't. They were farmers.
- 3 2 Did they have a sled?
 Yes, they did.
 3 Did they have a bike?
 No, they didn't.
 4 Did they have winter clothes?
 Yes, they did.
 5 Did they have a canoe?
 No, they didn't.
- 4 2 Julian couldn't play the guitar when he was eight.
 3 Julian could ride a horse when he was eight.
 4 Julian could swim when he was eight.
 5 Julian couldn't speak Italian when he was eight.
 6 Julian couldn't play volleyball when he was eight.
 7 Julian couldn't read and write when he was eight.
 8 Julian could help his mother with chores when he was eight.
- 5 1 did 3 couldn't 5 couldn't
 2 Were 4 have 6 was
- 6 1 have 3 Could 5 Was 7 have
 2 Was 4 have 6 have 8 Could
- 7 1 didn't have 4 didn't have 7 wasn't
 2 weren't 5 wasn't 8 were
 3 were 6 had
- 8 1 arrived 3 didn't attend 5 Did you watch
 2 destroyed 4 listened 6 lived
- 9 2 Did Andrea and John go to the cinema last night?
 No, they didn't. They went to the theatre.
 3 Did Ben go to school this morning?
 No, he didn't. He stayed at home.
 4 Did you walk the dog yesterday afternoon?
 No, I didn't. I helped with chores.
- 10 1 came 4 spent 7 read 10 bought
 2 did 5 met 8 told
 3 had 6 saw 9 wrote

WORKBOOK KEY

- 11 1 came 3 had 5 spent 7 did you see, was waiting
2 met, bought 4 read 8 called, were doing
- 12 1 go 3 Did 5 lived 20 A 1 were walking 4 ran
2 destroyed 4 did 6 eat 2 were eating 5 decided
3 started 6 stopped
- 13 1 was 4 went 7 enjoyed B 1 was shining 5 went
2 didn't do 5 watched 8 didn't like 2 were singing 6 was hiding
3 did you do 6 Did you like 9 were 3 were having 7 took
4 heard
- 14 1 Did you go, bought 4 found, ate, didn't try
2 arrived, had 5 Did you see, took, went
3 came, Did they meet

- 15 1 did, play, A 4 did, attack, A
2 did, visit, B 5 did, go, B
3 did, make, B 6 did, write, A

- 16 a) 1 At 6 o'clock yesterday afternoon, they were surfing the Net.
2 At 6 o'clock yesterday afternoon, they were having dinner.
3 At 6 o'clock yesterday afternoon, Bob was working on his laptop.
4 At 6 o'clock yesterday afternoon, they were drinking coffee.
5 At 6 o'clock yesterday afternoon, Claire was talking on her mobile.
6 At 6 o'clock yesterday afternoon, they were playing football.

b) (Suggested Answer)

At 6 o'clock yesterday afternoon I was watching a DVD.

- 17 a) 2 ... was driving to work ...
3 ... was checking her emails ...
4 ... was preparing reports ...
5 ... were having lunch ...
6 ... were doing the shopping ...
7 ... was exercising (at the gym) ...
- b) 2 No, Ann wasn't driving to work at 9:00. She was checking her emails.
3 No, Ann wasn't checking her emails at 10:00. She was preparing reports.
4 No, Ann wasn't exercising at the gym at 5:30. She was doing the shopping with Mark.
5 No, Ann wasn't doing the shopping with Mark at 1:30. She was having lunch with Sue.

- 18 2 Were your friends watching TV at 9 o'clock last night? Yes, they were./No, they weren't.
3 Were you having lunch at 1 o'clock yesterday afternoon? Yes, I was./No, I wasn't.
4 Was it raining all day yesterday? Yes, it was./No, it wasn't.
5 Was your friend doing his/her homework at 6 o'clock yesterday afternoon? Yes, he/she was./No, he/she wasn't.

- 19 1 was Ron doing, was studying
2 didn't you call, was working
3 Did you meet, had
4 did they leave
5 was playing, slipped
6 Did you enjoy, rained

Grammar Bank 6

- 1 1 done 5 gone 9 given 13 left
2 written 6 taken 10 slept 14 come
3 seen 7 swum 11 read
4 made 8 ridden 12 drunk

- 2 1 We have ridden camels in Egypt.
2 She hasn't finished her homework yet.
3 I have never visited San Francisco.
4 Have they ever travelled to Pompeii?
5 She has seen *The Twilight Saga* three times.

- 3 1 yet, just 3 for, just
2 for, since 4 yet, already

- 4 1 have you been, haven't seen
2 hasn't made
3 lived, has lived
4 Have you ever tried
5 haven't seen, spoke

5 (Suggested Answers)

- A: Have you ever tried bungee jumping?
B: Yes, I have.
A: When did you try it?
B: Last week.

- A: Have you ever flown in a plane?
B: Yes, I have.
A: Where did you fly?
B: I flew to China.

- A: Have you ever been camping?
B: Yes, I have.
A: When did you go?
B: I went last summer.

6 (Suggested Answers)

- 2 I've been ill since Monday.
3 I've been on holiday for a week.
4 I went to the theatre last month.
5 I've just washed my hair.
6 I'm not hungry. I've already eaten lunch.
7 I haven't finished my homework yet.
8 I visited my grandparents yesterday.
9 I've never flown in a hot air balloon.
10 I travelled to Egypt last year.

- 7 1 've already cycled 8 flew
2 have taken 9 didn't go
3 got 10 had
4 emailed 11 Have you ever been
5 Have you seen 12 's never toured
6 've been 13 haven't seen
7 skied 14 visited

8 (Suggested Answer)

Miley Cyrus was born on November 23, 1992. She grew up in Nashville, Tennessee, USA. She has had many TV & film roles since 2001. In 2006, Disney chose her to play Hannah Montana. She has made 3 solo albums so far and has just released her new album. Miley has won 13 awards since 2006, but she hasn't received a Golden Globe award.

- 9 1 was 4 was 7 was 10 was
2 is 5 is 8 were
3 was 6 is 9 was

- 10 2 The trees are sent to the paper mill.
3 The bark is removed from the wood (by a machine).
4 The wood is chopped into small pieces.
5 The pieces are cooked until they become pulp.
6 The paper pulp is poured into a container.
7 The pulp is poured onto a large screen.
8 The water is drained from the paper.
9 Finally, the paper is pressed flat.

- 11 2 Electric cars were introduced in 1896.
3 The first organised navy was created by the Egyptians in 2,300 BC.
4 Oar-powered ships were developed by the Sumerians in 3,500 BC.
5 The first submarine was built by Cornelius van Drebbel in 1620.

Grammar Bank Revision

Revision of Tenses

- 1 1 gets up 5 teaches 9 go 13 watches
2 wears 6 eats 10 tidies 14 goes
3 begin 7 are 11 has
4 arrives 8 reads 12 feels

- 2 1 come 3 am staying 5 am looking
2 work 4 am taking 6 like

- 3 1 am writing 6 are 11 is
2 is 7 are buying 12 are having
3 spend 8 want 13 Is it raining
4 are staying 9 travel
5 am sitting 10 takes

- 4 1 Are you 5 want
2 Do you have 6 is learning
3 Have you ever done 7 needs
4 are looking for 8 are

- 5 1 taught 6 didn't buy 11 had
2 spent 7 stood 12 came
3 sat 8 read 13 left
4 wrote 9 repeated
5 copied 10 knew

- 6 1 Did you go 8 Did you have
2 did 9 had
3 didn't see 10 've just called
4 arrived 11 haven't called
5 did you leave 12 lost
6 left 13 Have you cancelled
7 got 14 did

- 7 1 C 3 A 5 B 7 A 9 C
2 B 4 D 6 C 8 B 10 C

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

- 9 1 Have you filled in, am going to do
2 has lived, is going to buy
3 Did Carol come, haven't seen
4 haven't had, are going to visit
5 Have you done, have already finished
6 are you going to tidy, tidied
7 Is Tom going to start, has already started, went
8 Have Bob and Diane ever been, spent
9 am not going to eat, tasted
10 has just got, have had

- 10 1 go 8 didn't walk
2 have visited 9 had
3 went 10 decided
4 don't know 11 thought
5 took 12 are going to visit
6 have never seen 13 has already booked
7 grows

- 11 1 B 3 C 5 B 7 A 9 C 11 C
2 A 4 A 6 D 8 B 10 D

Further Practice

Listening

Part 1

- 1 F 2 F 3 F 4 T 5 T

Part 2

- Speaker 1 D Speaker 3 B Speaker 5 F
Speaker 2 A Speaker 4 C

Part 3

- 1 A 2 C 3 C 4 B 5 B

Reading

Part 1

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

Part 2

- 1 T 3 F 5 F 7 T
2 T 4 NS 6 NS 8 F

Part 3

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

Revision Modules 1-6

Module 1

- A 1 D 3 C 5 D 7 A 9 C
2 B 4 C 6 D 8 C 10 B

- B 1 dream 3 hero 5 dark
2 landmark 4 wealth

- C 1 B 4 C 7 C 10 B 13 A
2 B 5 B 8 C 11 A 14 C
3 A 6 A 9 B 12 C 15 C

WORKBOOK KEY

D 1 b 2 a 3 b 4 b 5 b 6 b

E 1 F 3 F 5 F 7 T
2 T 4 F 6 T

F Speaker 1 D Speaker 3 C Speaker 5 B
Speaker 2 A Speaker 4 F

G (Suggested Answer)

Hi Emma,

My name is Katia. I'm 15 years old and I'm Spanish. I have got dark eyes and brown hair and I am short and well-built. My favourite hobby is painting, my favourite subject is English and my favourite sport is tennis. My favourite sports star is Rafael Nadal and my favourite film star is Robert Pattinson.

What about you? What is your favourite sport?

Please write soon.

Katia

Module 2

A 1 B 3 C 5 D 7 B 9 B
2 B 4 C 6 C 8 A 10 B

B 1 sink 3 friendly 5 stamps
2 river 4 home

C 1 A 4 B 7 B 10 A 13 B
2 C 5 B 8 B 11 C 14 A
3 B 6 C 9 B 12 B 15 B

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

E 1 b 2 b 3 a 4 b 5 b 6 a

F Speaker 1 D Speaker 3 C Speaker 5 F
Speaker 2 B Speaker 4 E

G (Suggested Answer)

My dream house is in the south of France. It has got five big bedrooms and a huge kitchen and living room. It has also got a big balcony. There is beautiful furniture inside. The best thing about my dream house is the view. From the balcony I can see the Mediterranean Sea.

Module 3

A 1 A 3 D 5 D 7 D 9 B
2 B 4 A 6 B 8 A 10 C

B 1 poisonous 3 shifts 5 quarter
2 dawn 4 still

C 1 C 4 B 7 A 10 C 13 C
2 A 5 A 8 B 11 B 14 C
3 B 6 A 9 B 12 A 15 A

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

E 1 b 2 a 3 b 4 a 5 b 6 b

F 1 F 2 F 3 T 4 T 5 F

G (Suggested Answer)

Hi Sam,

My weekdays are busy too. I usually get up at 7:30 and catch the bus to school at 8:00. Classes start at 8:30. I come back from school at 3:30. I have lunch, then I do my homework. In the evenings, I watch TV, then I go to bed at 10:00.

On Saturdays, I normally get up at about 10 o'clock in the morning. At 11 am, I have football practice for a few hours. In the evenings, I usually go to my best friend's house to play computer games. I go to bed at about 11 o'clock. What do you usually do on Saturdays?

Ivan

Module 4

A 1 D 3 B 5 D 7 C 9 A
2 D 4 D 6 A 8 B 10 D

B 1 fireworks 3 half-price 5 flea
2 snow-capped 4 raining

C 1 B 3 B 5 A 7 A 9 B
2 C 4 C 6 C 8 C 10 C

D 1 goes 3 are dancing 5 is visiting
2 wears 4 like

E 1 What can I get you 4 That's £4.25
2 Anything else 5 Here's your change
3 Can I have a lemonade

F 1 F 3 T 5 T 7 F
2 F 4 F 6 T

G 1 C 2 A 3 A 4 B 5 B

H (Suggested Answer)

Dear Paul,

We have a great outdoor market here in Krakow. We call it the "Hala Targowa" or Market Hall. It's open every day, but on Sundays the market becomes a huge flea market with thousands of stalls. You can find everything from clothes, books and antiques to jewellery and furniture. I like it because there are lots of interesting things to see and I also like to try the delicious sausages there. How about in England? Are there any interesting markets near you?

Take care.

Aleksander

Module 5

A 1 C 3 A 5 A 7 C 9 C
2 A 4 C 6 D 8 B 10 B

B 1 narrow 3 native 5 transported
2 block 4 plot

C 1 visited 6 did they live
2 did Tom see 7 were sleeping, were playing
3 were watching 8 did not build
4 carried 9 Did you see
5 was talking 10 was flying

D 1 had 2 were 3 was 4 had 5 could

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

F 1 a 2 a 3 a 4 b 5 b 6 a

G 1 F 2 F 3 T 4 T 5 F

H (Suggested Answer)

Hi James,

I saw the film *Marley and Me* at the cinema last weekend. It's a comedy. It stars Jennifer Aniston and Owen Wilson. The film is about a family who own a dog called Marley. Marley is a very naughty dog, but the family loves him because he is very friendly. I liked this film a lot because Marley was very cute and the story was really interesting. What's your favourite film?

Sam

Module 6

A 1 B 3 A 5 A 7 A 9 B
2 D 4 D 6 A 8 C 10 C

B 1 blog 3 lost 5 twist
2 shaking 4 blow

C 1 C 4 B 7 C 10 A 13 C
2 A 5 B 8 B 11 B 14 B
3 C 6 A 9 C 12 A 15 C

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

E 1 a 2 b 3 a 4 a 5 a 6 a

F 1 B 2 C 3 C 4 A 5 A

G (Suggested Answer)

Dear Nathan,

This summer I went on an adventure holiday to Kenya with my family. We stayed in a hotel. Every day, we went animal watching with a guide. We also went canoeing down a river and got to visit a local tribe. I really enjoyed everything about the trip. The best thing was seeing the animals though. They were so beautiful. Did you have a good summer holiday?

Love,

Kelly

Module 1

➤ Exercise 4 (p. 8)

Speaker 1

Hi, I'm Alison. I'm 16 and from Ireland. I'm the best swimmer in my class. My friend, Claire, is also very good at swimming, but I'm faster than her.

Speaker 2

Hello, I'm Carlos from Spain. I'm 15 years old. I'm good at tennis but my favourite sport is football. My brother is really good at football. He's the best in our team.

Speaker 3

Hi, my name is Jen. I'm 16 and from Scotland. I'm very good at tennis. It's the best sport. My dream is to become a famous tennis star like Venus Williams.

Speaker 4

Hello, from the Ivory Coast. I'm Pierre and I'm 17. I'm very good at surfing. It's my favourite sport. I'm also good at tennis. I have got many medals in both tennis and surfing.

Speaker 5

Hi, I'm Alex. I'm 15 and from Denmark. I'm a good hockey player. My brother is also good at hockey. We are in the school team. All the other players are older than me, but I'm the fastest.

➤ Exercise 5 (p. 9)

Martin: Hi, my name is Martin. You're new here, aren't you?

Paula: Yes, my name is Paula Brown.

Martin: Where are you from?

Paula: I'm from Arbroath in Scotland.

Martin: Really? How old are you? 15?

Paula: No, I'm 14 years old.

Martin: Where's your house?

Paula: At 13 Pottington Drive.

Martin: Oh, that is near my house ... (fade).

➤ Exercise 2 (p. 11)

- 1 What colour is her hair?
- 2 What nationality are you?
- 3 Are they doctors?
- 4 What's your favourite sport?
- 5 Who's she?

Module 2

➤ Exercise 2 (p. 16)

House for Sale

This lovely house is for sale. It is in a quiet country village. It has got 4 bedrooms, a modern kitchen, a large living room, a dining room and 3 bathrooms. With a large garden and great views, this is a perfect family home. Contact Mrs Fraser on 0131 258 630 for more details. I repeat. Mrs Fraser, F – R – A – S – E – R on 0 – 1 – 3 – 1 – 2 – 5 – 8 – 6 – 3 – 0.

➤ Exercise 4 (p. 19)

Dialogue A

F: That's a hotdog and chips and a hamburger and chips.

M: Thank you very much.

F: Is there anything else?

M: Yes, two lemonades please.

F: Right away.

Dialogue B

F: How is the blue jacket?

M: It's OK. Have you got any red jackets?

F: Yes, they are over there.

Dialogue C

M: This is very good meat.

F: Thank you. Have you got any chicken?

M: Yes, one moment.

Dialogue D

F: Your total is £28.50 please. Is it cash or credit card?

M: Cash, here you are.

F: Thank you. Here is your change.

Module 3

➤ Exercise 4 (p. 29)

Clara: Harry, is that your brother over there?

Harry: No, I don't have any brothers. That's my cousin, Alan, from Boston. He visits me sometimes.

Clara: I see. And do you have any sisters?

Harry: Just one. She is in secondary school now. She wants to be a doctor. Do you have a small family, too?

Clara: No, it's very big! I have three brothers and two sisters. My oldest brother is married. He has a baby girl!

Harry: Wow! So you have a niece, then.

Clara: Yes, she is so cute!

➤ Exercise 3 (p. 31)

- 1 Do you watch TV in the evenings?
- 2 How often does he play football?
- 3 Excuse me. What time is it?
- 4 Do you want to go to the park?
- 5 Whose brother is Steve?

Module 4

➤ Exercise 3 (p. 37)

Peter: Hi Jenny. This market is really amazing. There are so many different stalls.

Jenny: Hi Peter. Yes, it's great! Do you want to buy anything?

Peter: Well, it's my mum's birthday next week, so I want to buy her some jewellery. What about you?

Jenny: Well, I don't want to spend a lot of money, so I just want to buy some clothes, maybe a few T-shirts. The antiques look great, but they are too expensive.

Peter: Yes, that's true. Are you here alone?

Jenny: No, my sister Laura, is with me. She wants to buy some old coins. She collects them; it's her favourite hobby.

Peter: Oh, yes. I can see her at the stall over there. I collect film posters, but I can't see any here.

Jenny: Are you here with your family?

Peter: Well, my brother, John, is here. He wants to buy a new watch because his old one is broken.

Jenny: I see. And is that Jeff, your friend from school? What is he doing here?

Peter: Well, he loves reading, so he wants to buy some books.

➤ **Exercise 3 (p. 39)**

Greetings from India. Everyone's celebrating Diwali here this week. The festival lasts for five days and today is the third day. Everyone cleans their home and puts candles on their roofs or in their windows. People wear new clothes and give each other sweets and gifts. Everyone is happy. Right now, I'm watching the fireworks with my friends. I love Diwali. It's so much fun!

Module 5

➤ **Exercise 3 (p. 49)**

Josh: Hey, Carrie, I called you last night but you were out.

Carrie: Oh, hi, Josh. Yes, Jane took me to the cinema. We went to see *Iron Man 2* at 7 o'clock. The film was great, but the tickets were quite expensive.

Josh: How much did they cost?

Carrie: It was £20 for two tickets.

Josh: Oh well. At least you enjoyed the film.

Carrie: Yes, I usually prefer comedies, but I really enjoyed *Iron Man 2*. It was exciting and there were some frightening parts too.

Josh: It wasn't scary! In fact, I thought it was a bit boring. I really liked Robert Downey, Jr. before I saw *Iron Man 2* but he wasn't very exciting in this one.

Carrie: Oh, I thought he was very good as *Iron Man*. When did you go to see it?

Josh: I went to see it last weekend. I love going to the cinema, it's exciting.

Carrie: I only go to the cinema at the weekend, but I really enjoy it, too. So, what is your favourite type of film?

Josh: I love science-fiction films and *Star Trek* is my favourite film of all time. I don't like comedies at all, and I can't stay awake during romance films!

Carrie: Oh really! I like comedies and romance films more. They're so entertaining.

Josh: Well, I have to go. How about doing something later?

Carrie: Sure. Give me a call.

Module 6

➤ **Exercise 4 (p. 56)**

Clerk: Good morning. Thank you for calling the Science and Technology Museum. How may I help you?

Anna: My friends and I want to visit the museum next week, and I'd like some information.

Clerk: Of course. What do you need to know?

Anna: Well, first of all, can you tell me your opening hours? We're thinking of coming on Wednesday afternoon.

Clerk: We're open daily from 10 am to 6 pm. At weekends we close at 8 pm.

Anna: Oh, no. We have a work seminar at 5 pm every day next week; we can't make it. Perhaps Sunday is the best day for us to visit. Can you tell me the cost of admission, please?

Clerk: Tickets are £8 for adults and £4.50 for children and senior citizens. I should tell you that entry to the Museum is free on Mondays. Also, for groups of seven people and more, tickets cost £5 person.

Anna: Well, there's only five of us, so no discount. Anyway, does the ticket price include admission to the 3D cinema? We'd love to watch a film on the giant screen we read about.

Clerk: I'm afraid not, madam. But it does cover a guided tour of the museum's main exhibits and a complimentary cup of tea or coffee at our café.

Anna: OK. Can you tell me how we can book our tickets, please?

Clerk: You can call our ticket desk at 8704 556 or through our website. You'll receive an email confirming your order.

Anna: I'll get online this afternoon and order them, then. One last question, if you don't mind. We're staying at the Calvin Hotel and don't know our way around the city very well. How can we get to the Museum?

Clerk: Well, your hotel is a 20-minute walk from here. We're also a 10-minute walk from the Northcote tube station, and the number 46 bus stops right outside the Museum.

Anna: Great! That stops right outside our hotel, too. Thank you very much for your help.

Clerk: You're welcome. Enjoy your visit.

Anna: I'm sure we will! Bye.

➤ **Exercise 3 (p. 59)**

Interviewer: Hi and welcome to the show. Today we are speaking to Michelle Whiten. Michelle is a nurse at our local hospital and offers her services to dozens of people who arrive at the hospital reception with health complaints every day. Welcome to the show, Michelle.

Michelle: Hi, everybody.

Interviewer: So Michelle, can you tell us what the most common injuries and ailments are? And maybe give our listeners an idea about how to treat them?

Michelle: Certainly. Out of the many ailments and injuries, headaches are probably the most common health complaint. Usually a simple headache tablet is enough to cure this. But headaches that last for a long period of time could mean there is a more serious health problem. In that case, patients have to see a doctor.

Interviewer: I see. Can you tell us what else is common? I guess having a cold is pretty common too?

Michelle: Of course many people do get colds, but that's mostly in the winter. I think there are other ailments and injuries that are more common. In fact, many people hurt themselves in their own homes!

Interviewer: Really! What kind of things do you have to treat?

Michelle: Well, many people cut their fingers at home, often while preparing a meal. Usually this isn't very serious, but occasionally someone cuts themselves very badly and they have to come to me for treatment.

Interviewer: Oh, I hadn't thought of that. Are there other places where people injure themselves?

Michelle: Yes, people doing sports often get minor injuries. Even going for a walk can be dangerous if you're not careful! Every month I see many people with sprained ankles. In that case, I just tell them to take an aspirin.

Interviewer: That seems to be the answer to most things! Do you ever suggest something different?

Michelle: Well, we only deal with minor injuries and ailments. Taking an aspirin to relieve the pain is usually the best thing to do. Of course, rest always helps too.

Interviewer: So does anyone really need to come and see you if they have a minor ailment?

Michelle: Not really; no. Often people can help themselves quite easily. But I enjoy helping people and I can give advice whenever it's needed.

Interviewer: Good. That is reassuring! Well, that's all we have time for today. Thanks very much for coming in, Michelle.

Further Practice

➤ Part 1 (p. 93)

Pearl: Hi Kelly. How was your trip to New Zealand?

Kelly: Fantastic, Pearl. You won't believe what a great place Queenstown is!

Pearl: Really? What did you do?

Kelly: Well, first we went sightseeing on a bus tour and saw the entire city and the waterfront of Lake Wakatipu. The scenery was amazing with the mountains all around the lake. At night we stayed at a campground near the lake. It was so beautiful.

Pearl: That sounds great. How was the weather?

Kelly: Just perfect, sunny and warm. We went swimming in the lake. My cousin, Paul, went bungee jumping. Then we went on a jetboat ride on the lake. New Zealanders are so friendly that we had a great time everywhere we went.

Pearl: Wow. You and Paul sure did a lot of things.

Kelly: Yes. But the best part of the trip was our visit to Arrowtown. It's a beautiful historic town. We stayed at a little hotel there. It was really neat. Paul and I really want to go back there some day.

Pearl: Well, next time, I want to come too.

Kelly: Sure, sounds good.

➤ Part 2 (p. 93)

Speaker 1

I have driven my quad bike almost everywhere ... beaches, forests and even on quiet streets in my neighbourhood. Each trip is an adventure. I often go with a few friends of mine and it's loads of fun. We really laugh it up. Driving a quad is a nice escape from everyday boring things, like studying and chores. It's a real rush for me!

Speaker 2

I really enjoy the people more than anything. It's not the thrill of bungee jumping that attracts me to do it. Bungee jumping isn't dangerous; in fact each jump is quite safe. Every time I jump, I come into contact with all kinds of people; but we all have one thing in common: the love of jumping. We share our jump experiences and have a great time.

Speaker 3

At first, I just liked riding my bike around in the park or spending the day on the bike paths around the city. Then I went with a few friends on a cycling weekend in the mountains and I was hooked. Cycling across country is great fun and exercise. I love cycling around new areas and enjoying the nature. Nothing beats being outside and seeing a beautiful spot for the first time.

Speaker 4

As soon as the weather changes and it's freezing cold, I'm at the mountain for my first climb. My cousin and I go whenever we have free time. I haven't told my friends about what I do. Anyways, ice climbing is something I do for me. It's a great feeling of personal satisfaction to finish a difficult climb.

Speaker 5

Living near water is great fun. But I didn't expect to go so far as swimming with dolphins. By chance, one day I was on a boat and a few of my friends decided to go for a dive. So I went with them, and before I knew it, playful dolphins appeared and swam next to us! It was a complete surprise, but I'm glad it happened. Since then, I go out swimming in search of dolphins whenever I get the chance.

➤ Part 3 (p. 93)

Interviewer: He's the "architect to the stars". Celebrities like Christina Aguilera and Jennifer Lopez have bought his homes. Today we welcome Architect Steve Hermann to the show. Thanks for joining us, Steve.

Steve: It's great to be here.

Interviewer: Steve, how do you describe your homes?

Steve: Well, they are always modern. I like huge rooms with lots of glass. Most of my houses are bright because there are lots of windows that offer great views. I like to mix indoor and outdoor living.

Interviewer: What architecture do you like?

Steve: My favourite buildings are those of the 1950s and 60s. They are very interesting inside; each room is like a photograph.

Interviewer: What about your training? Where did you study architecture?

Steve: Nowhere, actually. I guess that's the biggest surprise about me. I have just always had a passion for architecture and I learned along the way.

Interviewer: Wow, that is impressive! What project are you most proud of?

Steve: My Glass Pavilion. It's my greatest achievement. It's a five bedroom home with, if you can believe it, glass walls! That's what makes it so special. It has great views of Los Angeles and the green Hollywood Hills. It's truly what I call living with nature.

Interviewer: Sounds amazing. What do you do in your free time?

Steve: I'm a car nut. I love buying old European cars because I love the designs. It's not the value of the car that I care about. As long as it looks attractive, it gets my attention.

Interviewer: Finally, Steve, what advice can you give to our listeners?

Steve: Take a chance on your dreams. Read and learn about what interests you and go for it. Don't be afraid to be a little crazy.

Interviewer: Some good advice from Hollywood architect, Steve Hermann. Thanks, Steve.

Steve: My pleasure.

Speaker 2

Hi, I'm Marie. My flat is in Paris, France. It's on the sixth floor. I can see the Eiffel Tower from my bedroom window. It's fantastic!

Speaker 3

Hello from Tokyo! My name's Mariko. My flat here is very new. It's got two bedrooms and a living room. I've got lots of cool furniture from Ikea.

Speaker 4

Hi, I'm Marcos from Mexico. My flat is in the centre of Mexico City. There are lots of shops and restaurants on my street! There's also a cinema nearby.

Speaker 5

Hello from the UK! My name's Sam. My house is really great. It's got five bedrooms and a huge kitchen. The best room in my house is the big living room. It's got two big red sofas.

Revision Modules 1-6

Module 1

➤ Exercise F (p. 99)

Speaker 1

Lina and I are both good at basketball. We are in the school team. She is the shortest player in the team. Her favourite athlete is the basketball player LeBron James. Her dream is to become a famous basketball player.

Speaker 2

My friend Mark is British. He has got dark hair and dark eyes and he is very tall. He can play tennis and hockey very well. He is also in the school football team.

Speaker 3

Margret is my best friend. She is tall with long brown hair and has got big blue eyes. Margret's favourite subject is Art and she can speak French and Spanish very well. Her dream is to become a famous actress.

Speaker 4

Stephan and I are in the same class. Our favourite subject is PE. Stephan can run very fast. I can't run fast. Stephan is good at football. I'm not. Stephan is tall and slim. I'm short and plump. What can I say? Stephan and I are best friends!

Speaker 5

Trevor is my good friend. He's tall and has got wavy brown hair. He's very funny. We are good at photography and are in the photography club at our school. Trevor can also play the guitar.

Module 2

➤ Exercise F (p. 101)

Speaker 1

Hi, I'm Tom. I'm from Scotland. My house is in front of a big lake and next to some mountains. It's really wonderful here.

Module 3

➤ Exercise F (p. 104)

Interviewer: Hello, and welcome to today's edition of Pet Talk. Here in the UK, people are famous for their love of dogs. Dogs are our best friends, and our favourite pets. Or are they? New statistics say that dogs are not our favourite pets anymore.

Today, there are more pet reptiles than dogs in the UK. According to statistics, there are 8 million pet reptiles in the UK! Wow!

Today, I've got Anna Lee on the show with me. Anna Lee is a herpetologist. She studies reptiles. Hi Anna!

Anna: Hi everyone!

Interviewer: Anna, why do you think reptiles are now more popular than dogs in the UK?

Anna: Firstly, today people have busy routines and very little free time. People are always at work or at school. We don't have time to care for dogs. You have to walk a dog everyday. You have to play with a dog. But you never have to walk a snake or a lizard! Pet reptiles are much easier to take care of.

Interviewer: So we like reptiles because they are less work than a dog?

Anna: Yes. That's right. The other reason reptiles are so popular is because they cost less than dogs. Reptile food costs less. Reptiles don't have to go to the vet very often.

Interviewer: So we can save money with reptiles!

Anna: Yes! Lastly, I think that reptiles are beautiful animals. The most popular reptile in the UK is the leopard gecko. Leopard geckos are small, yellow and black lizards. They're great pets because they're not dangerous and are very easy to take care of.

Interviewer: Have you got a pet Anna?

Anna: Yes. I've got a big iguana. She's called Nina. She's very friendly!

Interviewer: Great. Thanks for talking to us today, Anna.

Module 4

➤ Exercise G (p. 106)

Interviewer: Hi and welcome to the holiday show. A lot of our listeners want to know more about travelling in India, so today we are talking to Celia Mackenzie, a tour guide from New Delhi. Hello, Celia.

Celia: Hello.

Interviewer: So what's the weather like in New Delhi, Celia?

Celia: Well, I'm glad to say that after a week of cloudy skies and rainy weather, it's really nice and warm again.

Interviewer: Great. So, where is a good place to start a tour of New Delhi?

Celia: The best place to start is the India Gate, a very famous landmark in the city centre. Around this great monument there are huge gardens. People usually go there and walk around, get something to eat or have a picnic. After the India Gate you can visit another amazing landmark nearby, the Red Fort. This old stone fort is home to one of the most magnificent palaces in the world, so visitors must have their cameras ready. It's a very beautiful place!

Interviewer: Wonderful. Next, what about somewhere to buy souvenirs?

Celia: For shopping, it has to be the Dilli Haat flea market. This market is very big, so visitors must bring a map, as it's easy to get lost. At the market you can buy Indian arts and crafts. When you get tired of shopping, you can eat delicious local snacks at the market stalls. You can also enjoy fantastic cultural and music performances at the Dilli Haat.

Interviewer: Wow! Lastly, Celia, where can we end our day in New Delhi?

Celia: Your final stop should be the Lodhi Garden. Like the Indian Gate, this huge park is also at the heart of the city. It is extremely popular with people who want to go jogging or do yoga under the cool shade of the trees. It's a nice, relaxing place to spend a peaceful afternoon.

Interviewer: Great! Thanks for your time, Celia. See you in India!

Module 5

➤ Exercise G (p. 109)

Emmy: Hey Mark, how are you?

Mark: Hi, Emmy! I'm great, thanks! Hey, do you still want to come to my house to watch a film on Saturday?

Emmy: Sure. I'm looking forward to it.

Mark: Great. What do you want to watch?

Emmy: Well, I bought the new *Twilight* DVD yesterday, so we can watch that.

Mark: Actually, I don't really like romance films. The plot is always the same! They're so boring.

Emmy: Oh, but *Twilight* is different. It isn't really a romance film. It's a fantasy. The plot is very exciting.

Mark: Well, I like fantasy films. But I really don't want to watch *Twilight*! How about watching the new *Harry Potter* film instead?

Emmy: *Harry Potter* is great but I watched it last week. I don't want to see it again.

Mark: Oh, OK. Have you got any other DVDs?

Emmy: I've got *Fantastic Four: Rise of the Silver Surfer*. That's a great fantasy film!

Mark: Really? I love *Fantastic Four* films. The special effects are always amazing, and the plots are always full of action.

Emmy: True! And they are funny too.

Mark: Yeah! Let's watch that then! Come round to my house at 7:30. OK?

Emmy: Brilliant. See you later.

Module 6

➤ Exercise F (p. 112)

Interviewer: Hello and welcome to this week's Travel Show. Last week we talked about volunteer work abroad. To continue our discussion, we have Ben Smith on today's show. Ben, tell us about yourself.

Ben: Hi. I'm Ben, I'm 20. I like rock music and playing football. I study Physics at Manchester University.

Interviewer: Great. Ben has just returned from a trip to South Africa. What did you do there, Ben?

Ben: Well, I did all the normal tourist stuff. I went on a safari and saw elephants and lions. I went surfing and sailing, too. But for most of my trip, I was a volunteer English teacher. I worked at a school in a small village called Balen.

Interviewer: Fantastic. Tell us more about your volunteer work in Balen.

Ben: I worked at a school with 350 students. The school is very simple. There aren't a lot of books, pens or paper. Although the students study Chemistry and Physics, there isn't any Science equipment. But one thing the school does have is a small garden. The children love playing sports in the garden. They can play football, netball or volleyball.

Interviewer: Interesting. And what is the village like?

Ben: Balen is in a very beautiful area. But there is no running water, very little electricity and no shops in the village. I shared a small house with a local teacher and his family. There was no bathroom and no fridge.

Interviewer: So, life was difficult?

Ben: Not really. It was just different! We washed with water from the river. We ate a lot of rice, beans and cabbage, but it was always delicious. In the evenings, there was no TV or Internet, so we sang songs outside. The community was very friendly.

Interviewer: So, what was the best thing about your trip?

Ben: Well, the South African coastline was amazing. And I saw wild dolphins, which was a dream come true. Also, I learned a lot of new skills from teaching. But the highlight of my trip was spending time with the students. They were wonderful people. I really loved them.

Interviewer: Thank you, Ben, for sharing your experience.

