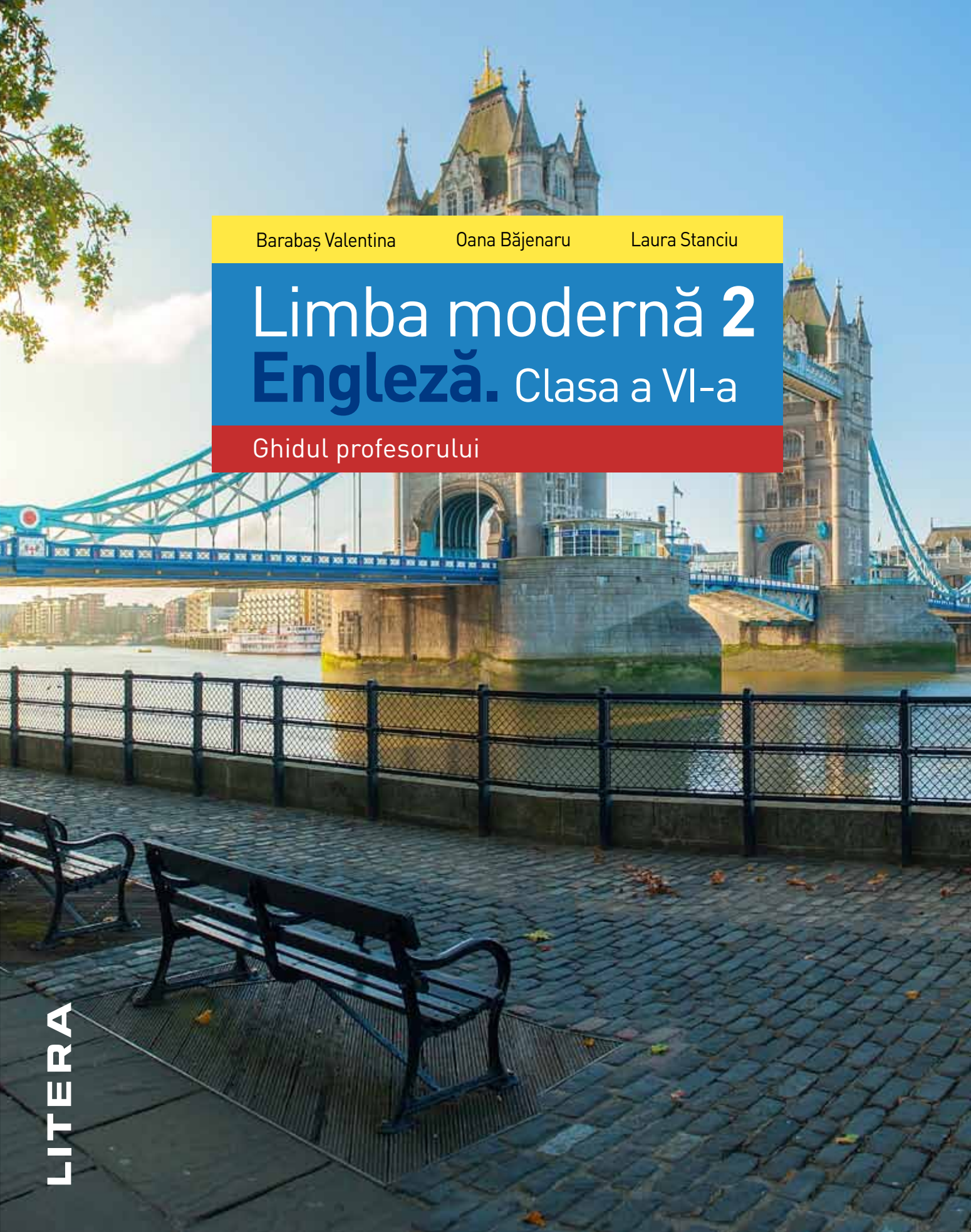

Barabaș Valentina Oana Băjenaru Laura Stanciu

# Limba modernă 2 Engleză. Clasa a VI-a

Ghidul profesorului

LITERA

Valentina Barabaș Oana Băjenaru Laura Stanciu

# ENGLEZĂ

## Ghidul profesorului

## clasa a VI-a

## L2

pag. tehnică

# W Welcome (p. 8-12.)

## Vocabulary (p. 8-9.)

### Clothes (p. 8.)

**1/p. 8** Play the recording. Ask the students to look and listen carefully and match the words in the list with the pictures. **(Answers: 1 – jeans, 2 – jacket, 3 – shirt, 4 – skirt, 5 – sandals, 6 – T-shirt, 7 – trainers, 8 – jumper, 9 – boots, 10 – dress, 11 – shoes.)**

**2/p. 8** Ask students to look at the pictures in ex. 1 and to describe them. **(Answers: Students' own answers.)**

**3/p. 8** Ask students to talk in pairs about their partner's clothes. **(Answers: Students' own answers.)**

### School subjects (p. 9.)

**4/p. 9** Play the recording and ask students to listen to and repeat the words.

**5/p. 9** Ask students to look at the words in the previous exercise again and to use them in order to write sentences about their weekly program. **(Answers: Students' own answers.)**

### Family (p. 9.)

**6/p. 9** Play the recording and ask students to listen to and repeat the words.

**7/p. 9** Ask students to complete the table with words from the previous exercise and to identify those words that can be used for both males and females.

**Answers:**

| *Male* | *Female* |
|---|---|
| **brother** | **sister** |
| **uncle** | **aunt** |
| **cousin** | **cousin** |
| **son** | **daughter** |
| **father** | **mother** |
| **granddad** | **grandmother** |
| **husband** | **wife** |
| **nephew** | **niece** |

**8/p. 9** Ask students to read the sentences and to use words from the previous exercise in order to complete the gaps. **(Answers: 1. aunt, 2. sister, 3. brother, 4. cousin, 5. Niece.)**

### Classroom language (p. 9.)

**9/ p. 9** Ask students to put the words in the right order to make sentences. **(Answers: 1. I don't understand the question. 2. How do you spell pencil? 3. Can you repeat that? 4. Can I borrow your pen? 5. Open your books at page 10. 6. What does "chemist" mean? 7. How do you pronounce this word? 8. Can you explain that again? 9. What page are we on? 10. Do we have to write down this?)**

## Grammar (p. 10.)

### Be

**1 /p. 10** Ask students to read carefully the sentences and to complete the gaps using the right form of the verb to be in order to make true statements. **(Answers: 1. am not, 2. is/is not, 3. are not, 4. is/is not, 5. is not.)**

### Have got

**2 /p. 10** Ask students to read carefully the sentences and to choose the right form of the verb *have got*. **(Answers: 1. have got, 2. hasn't got, 3. haven't got, 4. has got, 5. have got.)**

### Subject pronouns and possessive adjectives

**3 /p. 10** Ask students to use the words given in order to complete the tables. **(Answers: subject pronouns: he, we, you; possessive adjectives: your, her, its, their.)**

## Listening (p. 10.)

**4 /p. 10** Ask students to listen to the recording and to identify how many brothers Sally has got **(Answers: She hasn't got any brothers. She has one sister.)**

**5 /p. 10** Ask students to listen to the recording again and to complete the sentences about Sally's family. **(Answers: 1. her dad, 2. her sister, 3. is her cousin, 4. is her granddad, 5. is her grandmother.)**

**6 /p. 10** Ask students to write sentences about their own families as in the example. **(Answers: Students' own answers.)**

## Speaking (p. 11.)

### Introducing yourself / First day at school

**1 /p. 11** Tell students that they are going to listen to a dialogue between a boy, Jason, and a girl, Marcia. Ask them to listen carefully and to identify the boy's and the girl's hobbies. **(Answers: Jason's hobbies are football and art. Marcia's hobbies are athletics and art.)**

**2 /p. 11** Ask students, in pairs, to act out the dialogue.

**3 /p. 11** Ask students to read the questions and to match them with the possible answers. **(Answers: 1 – b, 2 – c, 3 – d, 4 – a.)**

### Speaking Task

**1 /p. 11** Ask students to read the information given and two choose two of the people described.

**2 /p. 11** Ask students to look at the model dialogue and to replace the words written in blue with the words from the two descriptions chosen before.

**3 /p. 11** Ask students to act the dialogue with their desk mates using the useful language box.

## Focus on language! (p. 12.)

**1 /p. 12** Tell students that they are going to read four emails in which people describe themselves. Ask students to match the descriptions with the photos given. **(Answers: 1 – B, 2 – D, 3 – A, 4 – C.)**

**2 /p. 12** Ask students to read carefully the sentences, to complete the gaps with information from the texts and where necessary, to use possessive adjectives. **(Answers: 1 – Germany, his; 2 – Australian, Her, dark brown; 3 – blue, Their, short; 4 – its; 5 – plump, tall.)**

**3 /p. 12** Ask students to read the emails again and to answer the questions. **(Answers: 1 – Mark is eleven years old. 2 – Roy's eyes are hazel. 3 – Abigail is from London. 4 – Jasmine likes riding her bike. 5 – Toby is Roy's dog.)**

**4 /p. 12** Tell students that they are going to write an email to one of the people in exercise one in which to describe themselves and to answer their questions. Encourage students to ask their own questions. **(Answers: Students' own answers.)**

# Module 1 On screen (p. 13-22.)

## Unit 1a Film types (p. 14-17.)

### Vocabulary (p. 14.)

1 **/p. 14** Play the recording. Ask the students to listen carefully and then to repeat the words. Then ask them to match the film types in the list with the pictures. **(Answers: 1 – drama, 2 – war, 3 – fiction, 4 – fantasy, 5 – science fiction, 6 – T – animated.)**

2 **/p. 14** Ask students to write one example of a film for each type in exercise 1. **(Answers: Students' own answers.)**

3 **/p. 14** Ask students to listen to the conversation and to identify Jake's and Isabel's favourite film types. **(Answers: Isabel likes science fiction and fantasy films. Jake likes action and horror films.)**

4 **/p. 14** Ask students to work in pairs. They ask and answer questions as in the example. **(Answers: Students' own answers.)**

### Reading (p. 15.)

1 **/p. 15** Ask students to read the text and to choose the best title. **(Answers: c.)**

2 **/p. 15** Ask students to listen to the recording again and to identify the people who say the given sentences. **(Answers: 1. Mike, 2. Eliza, 3. Katy, 4. Eliza, 5. Rudy.)**

3 **/p. 14** Ask students to read the text again and to answer the questions. **(Answers: 1. Mehmet's blog is about movies. 2. Because it's expensive. 3. She goes with her friends. 4. He watches films on his dad's tablet. 5. She watches comedies and sports programmes.)**

### Grammar (p. 16.)

#### Present simple

1 **/p. 16** Ask students to read carefully the sentences and to choose the correct word. **(Answers: 1. chooses, 2. put, 3. like, 4. use.)**

2 **/p. 16** Ask students to write the sentences in exercise 1 in the negative form. **(Answers: 1. My sister doesn't choose a film because she doesn't like the actor. 2. You don't put films on your tablet. 3. We don't like romantic comedies. 4. My friends don't use their phones to watch films.)**

3 **/p. 16** Ask students to use the words given in order to write complete sentences. **(Answers: 1. She doesn't like fantasy films very much. 2. Jack and I don't like musicals. 3. Her brother buys film magazines and Isabel reads the film reviews. 4. They love westerns, but I hate them.)**

**4 /p. 16** Ask students to put the words in order to form questions and then to give true answers about themselves. **(Answers: 1. Does your best friend watch films on a computer? 2. Do you read film magazines? 3. Do your classmates enjoy old films? 4. Do you prefer films or TV series?)**

**5 /p. 16** Ask students to read the questions and to choose the correct question word. **(Answers: 1. what, 2. where, 3. who, 4. why, 5. how often.)**

**6 /p. 16** Ask students to read again the questions in the previous exercise and to match them with the answers given. **(Answers: a – 2, b – 3, c – 4, d – 5, e – 1.)**

**7 /p. 16.** Tell students to work in pairs and to ask and answer the questions in exercise 5, as in the example. **(Answers: Students' own answers.)**

### There is/There are

**8 /p. 17** Remind students the use of *there is / there are* giving examples. Ask them to use the two structures to complete the sentences. **(Answers: 1. there is, 2. there are, 3. there are, 4. there is, 5. there are.)**

### Adverbs of frequency

**9 /p. 17** Remind students the use of adverbs of frequency giving examples. Elicit their position in the sentences. Ask them to use the words in brackets to write true sentences. **(Answers: 1. never use, 2. always choose, 3. are usually, 4. often go, 5. hardly ever copy.)**

**10 /p. 17** Ask students to read the dialogue and complete it with the correct form of the verbs in brackets. **(Answers: 1. do you watch, 2. do you like, 3. prefer, 4. do you like, 5. have you got, 6. is, 7. is, 8. is, 9. don't like.)**

**11 /p. 17** Ask students to listen to the dialogue and check their answers. Invite them to act the dialogue with their desk mates.

## Unit 1b TV Programmes (p. 18-20.)

### Vocabulary (p. 18.)

**1 /p. 18** Ask students to listen and repeat the words in the list.

**2 /p. 18** Ask students to look at the pictures and to match them with the words in exercise 1 and then to identify the programmes which are not in the pictures. **(Answers: 1 – chat show; 2 – documentary; 3 – the news; 4 – sports programme; 5 – game show; 6 – cartoon.)**

**3 /p. 18** Ask students to write about their favourite programme using the vocabulary in exercise 1. **(Answers: 1 – Students' own answers.)**

**4 /p. 18** Tell students to work in pairs and to ask and answer questions about their favourite TV programme, as in the example. **(Answers: Students' own answers.)**

## Listening (p. 18.)

5 **/p. 18** Tell students that they are going to listen to a news report. Ask them to identify if teenagers watch more hours of TV than their parents. **(Answers: No, they don't.)**

6 **/p. 18** Ask students to listen to the recording again and to mark the sentences *true* or *false*. **(Answers: 1 – T, 2 – T, 3 – F, 4 – T, 5 – F.)**

## Speaking (p. 19.)

### Talking about likes and dislikes/ Talking about films

1 **/p. 19** Ask students to listen to the dialogue and to identify the film that Tim and Suzie decide to see. **(Answers: The Lego Movie.)**

2 **/p. 19** Ask students to listen to the dialogue again and then to act it out.

3 **/p. 19** Ask students to use the prompts given in order to write sentences as in the example. **(Answers: 1. My friends really like horror films. 2. My dad can't stand animated films. 3. We like going to the cinema. 4. My teacher doesn't like watching films on TV.)**

Speaking Task

1 **/p. 19** Ask students to look at the film posters and to choose the one they like.

2 **/p. 19** Ask students to look at the dialogue in exercise 1 and to change the words written in blue using new information found on the posters.

3 **/p. 19** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 20.)

### A review

1 **/p. 20** Ask students to read the model text and then to answer the questions. **(Answers: 1. Sophie's favourite TV programme is *The Big Bang Theory*. 2. It is an American comedy. 3. It is about two scientists and a waitress. 4. She likes it because the characters always do funny things.)**

2 **/p. 20** Ask students to read the text in exercise 1 and to find examples for the rules given. **(Answers: Students' own answers.)**

3 **/p. 20** Ask students to rewrite the sentences with capital letters and proper punctuation. **(Answers: 1. "East enders" is a British soap opera. 2. Do you like sport programmes? 3. My dad and I often watch a game show on Saturdays. 4. My favourite actor in the programme is Jim Pearson. 5. What is your favourite TV programme?)**

Writing Task

1 **/ p. 20** Ask students to think of their favourite TV programme and to complete the notes given. **(Answers: Students' own answers.)**

2 **/ p. 20** Ask students to use the model text and their own notes in order to make the stricter of their composition. **(Answers: Students' own answers.)**

3 **/ p. 20** Ask students to make sure that they use the right grammar and vocabulary structures.

## Culture Reading EXTRA (p. 21.)

**1 / p. 21** Ask students to listen to the text and to answer the questions. **(Answers: 1. They receive a gold statue called an Oscar. 2. It is once a year in late February or early March. 3. The British equivalent of an Oscar is The British Academy of Film and television Arts Awards, or BAFTAs.)**

**2 / p. 21** Ask students if they know any film awards ceremony in Romania. **(Answers: Students' own answers.)**

**3 / p. 21** Tell students to work in groups and to choose a film for which to make a collage and to present it to the class.

## Module 1 – Progress Check (p. 22.)

**1 / p. 22** Ask students to order the letters find the film types. **(Answers: 1 – animated, 2 – western, 3 – fantasy, 4 – action, 5 – thriller.)**

**2 / p. 22** Ask students to look at the pictures and to identify the type of the TV programme. **(Answers: 1 – game show, 2 – chat show, 3 – news, 4 – comedy, 5 – documentary.)**

**3 / p. 22** Ask students to read the sentences and to complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – love, 2 – gets, 3 – don't go, 4 – doesn't download, 5 – Do… watch.)**

**4 / p. 22** Ask students to read and complete the questions with a right question word from the list. **(Answers: 1 – when, 2 – who, 3 – why, 4 – how, 5 – where.)**

**5 / p. 22** Ask students to put the words in the right order to make sentences. **(Answers: 1 – I am often tired on Mondays. 2 – We go to the cinema twice a month. 3 – My dad hardly ever uses the internet. 4 – My uncle always goes for a walk at night. 5 – I watch sports programmes every day.)**

**6 / p. 22** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – do… watch, 2 – do… watch, 3 – like, 4 – do… like, 5 – have… got, 6 – is, 7 – is, 8 – is, 9 – is, 10 – don't like.)**

# Module 2 Outdoor survival (p. 23-32.)

## Unit 2a Outdoor activities (p. 24-27.)

### Vocabulary (p. 24.)

1 **/p. 24** Play the recording. Ask the students to listen carefully and then to repeat the words. Then ask students to match the activities in the list with the pictures. **(Answers: 1 – hike, 2 – fish, 3 – cook, 4 – chop, 5 – camp, 6 – build, 7 – sleep, 8 – look for, 9 – find.)**

2 **/p. 24** Ask students to read the sentences and to choose the right word. **(Answers: 1. camp, 2. Fish, 3. sleep, 4. build, 5. look for.)**

3 **/p. 24** Tell students to listen to the recording and find out the outdoor activities that John does. **(Answers: He camps, he fishes in the lake and cooks.)**

4 **/p. 24** Tell students to work in pairs and to talk about the outdoor activities that they do, asking questions and giving answers as in the example. **(Answers: Students' own answers.)**

### Reading (p. 25.)

1 **/p. 25** Ask students to look at the photos and the title and to try to predict the topic of the text. **(Answers: Students' own answers.)**

2 **/p. 25** Play the recording and ask students to check their answers to exercise 1. **(Answers: Students' own answers.)**

3 **/p. 25** Ask students to read the text and to correct the underlined information. **(Answers: 1 – on the beach, 2 – worried, 3 – with the sun, 4 – everyone, 5 – usually.)**

4 **/p. 25** Ask students to work in pairs and answer the questions given. **(Answers: 1 – how to build a shelter, find food and purify water 2. Dos: to respect the natural environment and take away your rubbish; Don'ts: build fires or hop down trees.)**

### Grammar (p. 26.)

#### Present simple and present continuous

1 **/p. 26** Review the use of present simple and continuous. Ask students to complete the sentences with the present continuous form of the verbs in brackets. **(Answers: 1 – are learning, 2 – are sleeping, 3 – are demonstrating, 4 – is making, 5 – are having.)**

2 **/p. 26** Ask students to use the present continuous affirmative or negative form of the verbs in brackets in order to complete the sentences. **(Answers: 1 – am writing, 2 – am sharing, 3 – aren't working, 4 – isn't feeling, 5 – is resting, 6 – are trying.)**

**3 /p. 26** Ask students to use the prompts to write complete questions using the present continuous form of the verbs. **Answers: 1. Are you sleeping in a bed? 2. Is the sun shining? 3. Is Mario making new friends? 4. Are Shannon and Kiera having a good time? 5. Are you swimming in the sea?)**

**4 /p. 26** Tell students that they are going to listen to a conversation between Zaida and her mum and ask them to check their answers in exercise 3.

**5 /p. 26** Elicit the use of present simple and continuous. Ask students to choose the right form of the verbs to complete the sentences. **(Answers: 1 – have, 2 – visit, 3 – is watching TV, 4 – aren't riding, 5 – arrives.)**

**6 /p. 27** Ask students to choose the right form of the verbs to complete the sentences. **(Answers: 1 – do, 2 – plays, 3 – sings, 4 – are swapping, 5 – is staying / are looking after.)**

**7 /p. 27** Ask students to use the prompts to ask questions then, in pairs, to answer them. **(Answers: 1 – What sports do you usually do? 2 – How often do you go camping? 3 – What is your teacher doing at the moment? 4 – What do you usually have for breakfast? 5 – What is your friend doing right now? 6 – How often do you go to the cinema?)**

**8 /p. 27** Ask students to study the time expressions box and to put them into the right columns in the table.
**Answers:**

| Present simple | Present continuous |
|---|---|
| always, every weekend, never, once a week, on Mondays, usually, sometimes, often, rarely, in the evening, at the weekend | at the moment, now, this week, today, currently, right now, at present |

**9 /p. 27** Ask students to use time expressions from the list to complete the sentences. **(Answers: 1 – usually, 2 – at the moment, 3 – at 10 o'clock, 4 – right now, 5 – every Saturday, 6 – now.)**

**10 /p. 27** Ask students to the correct form of the verbs in brackets to complete the sentences. **(Answers: 1 – are you doing, 2 – go, 3 – are… going, 4 – are camping, 5 – am not going, 6 – are going, 7 – are meeting, 8 – brings.)**

**11 /p. 27** Ask students to listen to the conversation and to check their answers.

# Unit 2b Feelings (p. 28-30.)

## Vocabulary (p. 28.)

**1 /p. 28** Ask students to listen to and repeat the words in the list.

**2 /p. 28** Ask students to look at the pictures and to match them with the words in exercise 1 and then to identify the feelings which are not in the pictures. **(Answers: 1 – embarrassed; 2 – bored; 3 – surprised; 4 – sad; 5 – angry; 6 – excited.)**

**3 /p. 28** Ask students to answer the questions so they are true for them, using the vocabulary in exercise 1. **(Answers: 1 – Students' own answers.)**

**4 /p. 28** Tell students to work in pairs and to ask and answer questions about their feelings, as in the example. **(Answers: Students' own answers.)**

## Listening (p. 28.)

**5 /p. 28** Ask students to read the information about a TV programme and to identify its type. **(Answers: It's a documentary.)**

**6 /p. 28** Ask students to listen to the interview and to mark the sentences *true* or *false*. **(Answers: 1 – F, 2 – T, 3 – F, 4 – F, 5 – T.)**

**7 /p. 28** Ask students to listen to the recording again and to answer the questions. **(Answers: 1 – Because he is feeding the animals. 2 – He is going fishing in the river. 4 – They are building a house in the trees.)**

## Speaking (p. 29.)

### Making plans / Before a weekend trip

**1 /p. 29** Ask students to listen to the dialogue and to identify the place where Irina and David are going this weekend. **(Answers: They are going camping.)**

**2 /p. 29** Ask students to listen to the dialogue again and then to act it out.

**3 /p. 29** Ask students use read the sentences and put them in correct order. **(Answers: 1 – c, 2 – e, 3 – f, 4 – b, 5 – a.)**

### Speaking Task

**1 /p. 29** Ask students to look at the posters and to choose the trip they like.

**2 /p. 29** Ask students to look at the dialogue in exercise 1 and to change the words written in blue using new information found in the posters.

**3 /p. 29** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 30.)

### A blog entry

**1 / p. 30** Ask students to listen or read the model text and then to answer the questions. **(Answers: 1. He is in Cornwall. 2. He is hiking along the coast. 3. He is with the leader, Michael, and with his dad. 4. Yes, everyone is having a good time.)**

**2 / p. 30** Ask students to read the tips and to find examples of *and*, *but* and *because* in the text in exercise 1. **(Answers: Students' own answers.)**

**3 / p. 30** Ask students to complete the sentences with *and*, *but* and *because*. **(Answers: 1 – but; 2 – because; 3 – and.)**

**4 / p. 30 PERSONAL PROJECT** Ask students to follow the instructions in the exercise and with their desk mate to find their way on the map.

## Writing Task

**1 / p. 30** Ask students to follow the instructions and, in pairs, to plan a blog entry. **(Answers: Students' own answers.)**

**2 / p. 30** Ask students to use the model text and their own notes in order to make a blog entry. **(Answers: Students' own answers.)**

**3 / p. 30** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their entries to the class.

## Culture Reading EXTRA (p. 31.)

Ask students to listen to or to read the text and to answer the questions. **(Answers: 1. More than 10 million people. 2. There are adventures and sports camps. 3. Children learn practical survival skills, about the environment, world peace and global issues. 4. This year they are having a competition to design a new membership badge.)**

Ask students to talk about the camps they know in Romania. **(Answers: Students' own answers.)**

# Module 2 – Progress Check (p. 32.)

**1 / p. 32** Ask students to match the two columns to make outdoor activities. **(Answers: 1 – e, 2 – a, 3 – c, 4 – d, 5 – a.)**

**2 / p. 32** Ask students to read the sentences and to choose the correct words. **(Answers: 1 – angry, 2 – nervous, 3 – worried, 4 – surprised, 5 – pleased.)**

**3 / p. 32** Ask students to read the sentences and to complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – climbs, 2 – don't build, 3 – is… fishing, 4 – am not chopping, 5 – are sleeping.)**

**4 / p. 32** Ask students to choose the correct form of the verbs. **(Answers: 1 – lives, 2 – is staying, 3 – plays, 4 – isn't playing, 5 – are fishing.)**

**5 / p. 32** Ask students use the correct time expressions in the list, to complete the sentences. **(Answers: 1 – every day, 2 – right now, 3 – sometimes, 4 – at the weekend, 5 – at present.)**

**6 / p. 32** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – are, 2 – am, 3 – go, 4 – are camping, 5 – am not going, 6 – are fishing, 7 – are meeting, 8 – brings, 9 – cooks, 10 – buys.)**

# Module 3 Plan the future (p. 33-42.)

## Unit 3a Life events (p. 34-37.)

### Vocabulary (p. 34.)

1 **/p. 34** Play the recording. Ask the students to listen carefully and then to repeat the words. Then ask students to match the activities in the list with the pictures. **(Answers: 1 – leave home, 2 – start school, 3 – leave school, 4 – get married, 5 – learn to drive, 6 – be born, 7 – have children, 8 – train to be…, 9 – go to university, 10 – work, 11 – buy a house, 12 – get a job.)**

2 **/p. 34** Ask students to read the sentences and to choose the right expression. **(Answers: 1 – go to university, 2 – learns to drive, 3 – leave, 4 – works, 5 – have children.)**

3 **/p. 34** Tell students to listen to the recording and find out what Alice's and Matt's ambitions are. **(Answers: She wants to learn to drive at 17, to go to university at 18, then to get a job and buy a house. He wants to be a nurse and work in a hospital.)**

4 **/p. 34** Tell students to work in pairs and to talk about their future ambitions, asking questions and giving answers as in the example. **(Answers: Students' own answers.)**

### Reading (p. 35.)

1 **/p. 35** Ask students to read the sentences and decide which they think are true. **(Answers: Students' own answers.)**

2 **/p. 35** Play the recording or read the text in exercise 1 and ask students to check their answers. **(Answers: 1 – T, 2 – T, 3 – T, 4 – T.)**

3 **/p. 35** Ask students to read the text and to correct the underlined information. **(Answers: 1 – on the beach, 2 – worried, 3 – with the sun, 4 – everyone, 5 – usually.)**

### Grammar (p. 36.)

#### Present continuous for planned actions – extensive practice

1 **/p. 36** Review the use of present continuous. Ask students read Erik's diary and to complete his plans with the time expressions in the box. **(Answers: 1 – this afternoon, 2 – tomorrow morning, 3 – on Friday, 4 – on Saturday morning, 5 – on Saturday evening.)**

2 **/p. 36** Ask students to think of five activities that they want to do next week and to write their plan on post-it notes. **(Answers: Students' own answers.)**

**3 /p. 36** Ask students to share their plans with their class mates and to talk with each other, asking for more information about each plan. **(Answers: Students' own answers.)**

**4 /p. 36** Ask students to complete the sentences with the correct form of the verbs in brackets. **(Answers: 1 – are going, 2 – is visiting, 3 – are meeting, 4 – is playing, 5 – are running.)**

**5 /p. 36** Elicit the use of present continuous to speak about future plans or arrangements. Ask students to read the activities given and to decide if they are doing them or not. Ask students to write true sentences in the affirmative or negative form of present continuous. **(Answers: Students' own answers.)**

### Ordinal numbers

**6 /p. 37** Revise the ordinal numbers and their use. Ask students to use the prompts to write sentences. **(Answers: 1. He is having a birthday party next Sunday, 3rd of October. 2. They are going to the seaside next Monday, 1st of July. 3. We are moving in a new flat next February, 18th. 4. My friends are going camping in the mountains next June, 25th. 5. My brother is buying a sports car next September, 27th.)**

**7 /p. 37** Ask students to complete the dialogue with the correct form of the verbs in brackets. **(Answers: 1 – are… thinking, 2 – am thinking, 3 – am not, 4 – are, 5 – am looking, 6 – are planning, 7 – wanted, 8 – want, 9 – write, 10 – will help.)**

**8 /p. 37** Ask students to listen to the conversation and check their answers.

## Unit 3b Musical instruments (p. 38-40.)

### Vocabulary (p. 38.)

**1 /p. 38** Ask students to listen to and repeat the words in the list.

**2 /p. 38** Ask students to look at the pictures and to match them with the words in exercise 1 and then to identify the instruments which are not in the pictures. **(Answers: 1 – flute; 2 – tambourine; 3 – keyboards; 4 – violin; 5 – drums; 6 – acoustic guitar.)**

**3 /p. 38** Ask students to complete the list of instruments, using the vocabulary in exercise 1. **(Answers: 2 – electric guitar, violin; 3 – saxophone; 4 – tambourine.)**

**4 /p. 38** Tell students that some instruments need electricity. Ask them to identify those in the list in exercise 1 which need electricity to work. **(Answers: electric guitar, keyboards.)**

**5 /p. 38** Tell students to work in pairs and to ask and answer questions as in the example. **(Answers: Students' own answers.)**

### Listening (p. 38.)

**6 /p. 38** Ask students to listen to a radio programme and to choose the best title for it. **(Answers: a.)**

7 **/p. 38** Ask students to listen to the recording again and to answer the questions. **(Answers: 1 – Piano. 2 – Yes. 3 – Every day. 4 – Terrible. 5 – They won't go to your concerts and won't buy your music.)**

## Speaking (p. 39.)

### Asking for and giving advice / In a music shop

1 **/p. 39** Ask students to read the dialogue and to identify what Dylan wants to buy. **(Answers: A guitar.)**

2 **/p. 39** Ask students to work in pairs and to act out the dialogue.

3 **/p. 39** Ask students use read the sentences and put decide if they are used to ask for advice or to give advice. **(Answers: 1 – ask for; 2 – give; 3 – give; 4 – ask for.)**

Speaking Task

1 **/p. 39** Ask students to look at the musical instruments and to decide which they want to buy.

2 **/p. 39** Ask students to look at the model dialogue in exercise 1 and to change the words written in blue using new information found in the pictures.

3 **/p. 39** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 40.)

### A class survey

1 **/ p. 40** Ask students to read the model text and then to choose the graph it matches. **(Answers: 1. B.)**

2 **/ p. 40** Ask students to read the tips and to use expressions from the box to complete the sentences. **(Answers: 1. A few, 2. 50 per cent, 3. Most, 4. Everyone.)**

Writing Task

1 **/ p. 40** Ask students to read and discuss the results of the other graph.

2 **/ p. 40** Ask students to use the model text and the second graph and, in pairs, to make notes using the given structure. **(Answers: Students' own answers.)**

3 **/ p. 40** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their survey to the class.

## Culture Reading (p. 41.)

1 **/ p. 41** Ask students to listen to or read the text and to answer the questions. **(Answers: 1. The Beatles, U2 and Red Hot Chili Peppers. 2. You need talent, practice and luck. 3. They sing classical and religious songs or traditional folk music.)** Ask students to talk about the musical activities they can do in their school.

2 **/ p. 41** Ask students to read the text again and to complete the sentences using no more than two words. **(Answers: 1. bands; 2. an orchestra; 3. school choirs.)**

## Module 3 – Progress Check (p. 42.)

**1 / p. 42** Ask students to look at the pictures and to identify the life events they show. **(Answers: 1 – be born, 2 – start school, 3 – get married, 4 – get a job, 5 – learn to drive.)**

**2 / p. 42** Ask students to unscramble the words so they form musical instruments. **(Answers: 1 – saxophone, 2 – drums, 3 – trumpet, 4 – guitar, 5 – violin.)**

**3 / p. 42** Ask students to look carefully at the word search and to find ten ordinal numbers. **(Answers: third, seventh, eight, second, first, fifth, fourth, tenth, sixth, ninth.)**

**4 / p. 42** Ask students to work in pars and to ask and answer the questions. **(Answers: 1 – January, 2 – May, 3 – December, 4 – Wednesday, 5 – Sunday.)**

**5 / p. 42** Ask students to use the prompts to write sentences. **(Answers: 1. She is meeting Tom next Monday on 12th October. 2. They are playing badminton next Tuesday on 23rd November. 3. Sue is going to the dentist next Wednesday, on 24th October. 4. We are meeting Sam at the train station next Thursday, on 2nd December. 5. Our parents are going to the concert next Friday, on 30th October.)**

**6 / p. 42** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – are… looking, 2 – am thinking, 3 – am not, 4 – are, 5 – am looking, 6 – are going, 7 – wanted, 8 – will work, 9 – write, 10 – will know.)**

# Module 4 Good citizens (p. 43-52.)

## Unit 1a Jobs (p. 44-47.)

### Vocabulary (p. 44.)

1 **/p. 44** Play the recording. Ask the students to listen and repeat the words. Then ask students to match the jobs in the list with the pictures. **(Answers: 1 – surgeon, 2 – vet, 3 – teacher, 4 – nurse, 5 – police officer, 6 – lifeguard, 7 – mechanic, 8 – sportsperson, 9 – electrician, 10 – actor, 11 – engineer, 12 – architect.)**

2 **/p. 44** Ask students to read the sentences and to choose the right words in exercise 1 to complete the gaps. **(Answers: 1 – a vet, 2 – a mechanic, 3 – an engineer, 4 – a sportsperson, 5 – an electrician.)**

3 **/p. 44** Ask students, in pairs, to match the jobs in exercise 1 with the places in the list. **(Answers: hospital: nurse, surgeon, vet; a school: teacher; a theatre: actor; a police station: police officer; a swimming pool: sportsperson, lifeguard; an office: teacher; a house: architect, engineer.)**

4 **/p. 44** Tell students that they are going to listen to a conversation between Charlotte and Rob. Ask them to identify the jobs they are talking about and the job that Rob wants to do. **(Answers: The jobs that they mention are actor and nurse. Rob wants to be a nurse.)**

5 **/p. 44** Tell students to work in pairs and to ask questions and answer as in the example, using the vocabulary in exercise 1. **(Answers: Students' own answers.)**

### Reading (p. 45.)

1 **/p. 45** Ask students to read the text and then to mark the sentences true or false. **(Answers: 1 – F, 2 – T, 3 – F, 4 – T, 5 – F.)**

2 **/p. 45** Ask students to read the text again and answer the questions given. **(Answers: 1 – Only 2.5% of the Earth's water is fresh. 2 – Because it is ice, snow or deep underground. 3 – Because it doesn't save water. 4. – Because you need more than 2,500 litres of water.)**

3 **/p. 45** Ask students to read the text again and answer the questions given. **(Answers: They usually keep their drinking water in the fridge, they don't wash their car at home, they wash their clothes only when necessary and in cold water and they recycle their unwanted clothes. Matt's sister is considering washing her car at a car wash that recycles water.)**

## Grammar (p. 46.)

### Countable and uncountable nouns

**1 /p. 46** Review the use of countable and uncountable nouns. Ask students read the words in each line and to identify the uncountable one. **(Answers: 1 – orange juice, 2 – soup, 3 – meat, 4 – bread, 5 – wood, 6 – chocolate, 7 – coffee, 8 – furniture.)**

**2 /p. 46** Ask students to find four countable and four uncountable nouns in the crossword. **(Answers: *countable*: potatoes, eggs, oranges, apples; *uncountable*: lemonade, coffee, rice, bread.)**

**3 /p. 46** Ask students to look at the pictures and to complete the gaps using *a, an* or *some*. **(Answers: 2 – some, 3 – some, 4 – an, 5 – some, 6 – a, 7 – some, 8 – some, 9 – some, 10 – some, 11 – some, 12 – an, 13 – some, 14 – an, 15 – some.)**

**4 /p. 46** Ask students to complete the gaps using *a, an* or *some* and to identify the countable and uncountable nouns. **(Answers: 1. some – U, 2. a – C, 3. a – C, 4. some – U, 5. some – C, 6. an – C, 7. a – C, 8. a – C, 9. some – U, 10. a – C, 11. a – C, 12. some U, 13. some – C, 14. some – U, 15. some – U, 16. some – U.)**

**5 /p. 47** Explain that in order to express quantity in English, we use different expressions. Ask students to read the examples given.

**6 /p. 47** Ask students to match the two columns in order to express quantity. **(Answers: 1 – d, 2 – b, 3 – i, 4 – f, 5 – k, 6 – a, 7 – j, 8 – g, 9 – l, 10 – e, 11 – c, 12 – h.)**

**7 /p. 47** Ask students to complete the gaps so that the nouns become countable. **(Possible answers: 1 – slices of cheese, 2 – jugs of water, 3 – cups of coffee, 4 – loaves of bread, 5 – jars of honey, 6 – bars of chocolate, 7 – tins of tuna, 8 – bowls of rice, 9 – slices of toast, 10 – bottles of oil, 11 – kilos of sugar, 12 – packets of pasta.)**

**8 /p. 47** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – is, 2 – have, 3 – does… hurt, 4 – am playing, 5 – can… do, 6 – put, 7 – move, 8 – have… got.)**

**9 /p. 47** Ask students to listen to the conversation and check their answers.

# Unit 4b Health problems and first aid (p. 48-50.)

## Vocabulary (p. 48.)

**1 /p. 48** Ask students to listen to and repeat the words in the list.

**2 /p. 48** Ask students to look at the pictures and to match them with the words in exercise 1 and then to identify the health problems which are not in the pictures. **(Answers: 1 – stomach ache; 2 – insect bite; 3 – cold; 4 – broken arm; 5 – cut; 6 – temperature.)**

**3 /p. 48** Ask students to read the sentences and to choose the correct word. **(Answers: 1 – headache, 2 – cold, 3 – stomach ache, 4 – sore throat, 5 – temperature.)**

4 **/p. 48** Tell students to work in pairs and to ask and answer questions as in the example. **(Answers: Students' own answers.)**

## Listening (p. 48.)

5 **/p. 48** Ask students to listen to the interview and to answer the questions. **(Answers: 1. He's an electrician. 2. He's a volunteer in the rescue service.)**

6 **/p. 48** Ask students to listen to the recording again and to match the health problems with Dave Morris's advice. **(Answers: tiredness – 2; a broken leg – 1, 3; an insect bite – 5; a temperature – 4.)**

## Speaking (p. 49.)

### Giving opinions / Talking about jobs

1 **/p. 49** Ask students to read the dialogue and to identify the job William wants to do. **(Answers: A fire fighter.)**

2 **/p. 49** Ask students to work in pairs and to act out the dialogue.

3 **/p. 49** Ask students to put the words in order to make sentences. **(Answers: 1 – I would prefer to be a nurse. 2 – I imagine it's dangerous. 3 – In my opinion, it's interesting. 4 – I think working as an actor is fun.)**

**Speaking Task**

1 **/p. 49** Ask students to look at the list of adjectives and to use them to talk about the jobs in the pictures.

2 **/p. 49** Ask students to look at the model dialogue in exercise 1 and to change the words written in blue using new information.

3 **/p. 49** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 50.)

### A description of a person

1 **/p. 50** Ask students to read the model text and then to identify Hayley's hero. **(Answers: Her grandmother.)**

2 **/p. 50** Ask students to read the tips and to rewrite the sentences using the words in brackets, as in the example. **(Answers: 1. We are running a marathon next month and also climbing Teide. 2. He cleans the kitchen on Friday and washing the floors once a week, too. 3. They are looking after children and after animals, too. 4. My uncle is friendly and also kind.)**

3 **/ p. 50 PERSONAL PROJECT** Ask students to think of their favourite, most inspiring sportsman and to make a presentation of them, justifying their choice. **(Answers: Students' own answers.)**

**Writing Task**

1 **/p. 50** Ask students to make notes about their role model in which to include the information required.

2 **/p. 50** Ask students to use the model text, their notes and the given structure to write a short description. **(Answers: Students' own answers.)**

3 **/p. 50** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their descriptions to the class.

## Culture Reading EXTRA (p. 51.)

1 **/ p. 51** Ask students to listen to or read the text and to answer the questions. **(Answers: 1. They are called "Bobbies". 2. They wear a dark blue uniform with a white shirt, a black tie and a famous helmet. 3. "On the beat" means they work in the street, either on foot or on a bike. 4. "The Red Serge".)**

2 **/ p. 51** Ask students to read the text again and to complete the sentences using no more than two words. **(Answers: 1. helmets; 2. guns; 3. "Mounties".)** Ask students to work in pairs and to talk about the police officers in Romania and their uniform**.**

## Module 4 – Progress Check (p. 52.)

1 **/ p. 52** Ask students to look at the pictures and to identify the jobs they show. **(Answers: 1 – mechanic, 2 – architect, 3 – nurse, 4 – vet, 5 – electrician.)**

2 **/ p. 52** Ask students to match the symptoms in the first column with the cures in the second. **(Answers: 1 – b, 2 – d, 3 – e, 4 – a, 5 – c.)**

3 **/ p. 52** Ask students to identify the uncountable noun in each group of words. **(Answers: 1 – sugar, 2 – cheese, 3 – ham, 4 – bread, 5 – coffee.)**

4 **/p. 52** Ask students to use the words in the box to complete the sentences. **(Answers: 2 – slices, 3 – cups, 4 – glasses, 5 – packets.)**

5 **/ p. 52** Ask students to put the words in the box into the correct columns. **(Answers: slice: pizza, cheese; glass: water, orange juice, milkshake.)**

6 **/ p. 52** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – look, 2 – is, 3 – was running, 4 – fell, 5 – does… hurt, 6 – am playing, 7 – put, 8 – move, 9 – feels, 10 – phone.)**

# CLIL activities – "Music" (p. 53.)

**1 /p. 53** Ask students if they like listening to music. Ask them to name some very well-known bands, trying to elicit The Beatles. Elicit any information they know about this band. Ask students to read the text and to fill in the gaps with words from the box. **(Answers: 1 – 1960s, 2 – four, 3 – Cavern Club, 4 – 17, 5 – five.)**

**2 /p. 53** Ask students to use the internet in order to find more information about the band. Students read the sentences and choose the right answer. **(Answers: 1 – a, 2 – c, 3 – b, 4 – b, 5 – a.)**

Forward practice: encourage students to make quizzes about famous bands or singers and ask their classmates to answer them.

# Round up 1 (Module 1-4) (p. 54-55.)

## Vocabulary practice (p. 54.)

Play the game. Ask the students throw the dice and to guess the missing words. If a student does not know the word, they go one picture back. **(Answers: 1 – scared, 2 – chopping, 3 – tornado, 4 – ride, 5 – bored, 6 – comedy, 7 – hiking, 8 – sports, 9 – sail, 10 – camping.)**

## Grammar practice (p. 55.)

### Countable and uncountable nouns

**1** **/p. 55** Ask students to read the sentences and to complete the blanks with the verbs given. **(Answers: 1 – do, 2 – does, 3 – is, 4 – does, 5 – are.)**

**2** **/p. 55** Ask students to use the prompts to write questions using present simple, then to give short answers. **(Answers: 1. Does Sarah eat chocolate ice cream? Yes, she does. 2. Do your friends like comedies? Yes, they do. 3. Does your uncle go to school? No, he doesn't. 4. Do you buy DVDs? Yes, I do. 4. Do your classmates watch films? No, they don't.)**

**3** **/p. 55** Ask students to read the sentences and to choose the correct form of the verbs. **(Answers: 1 – goes, 2 – are often camping, 3 – are feeling, 4 – are winning, 5 – has.)**

**4** **/p. 55** Ask students to complete the gaps using the present simple or present continuous form of the verbs in brackets. **(Answers: 1 – are going, 2 – eats, 3 – listens, 4 – is having, 5 – is visiting.)**

**5** **/p. 55** Ask students to rewrite the sentences using the adverbs of frequency given. **(Answers: 1 – Teenagers never use the TV to help with their homework. 2 – They always watch a variety of programmes. 3 – Their favourite programmes are usually soap operas and comedy programmes. 4 – Boys often watch more TV than girls. 5 – Girls hardly ever turn on the TV after 9:00 pm.)**

**6** **/p. 55** Ask students to choose the correct question words and then to match the questions with the answers. **(Answers: 1. What – f, 2. Where – a, 3. Who – b, 4. Why – c, 5. How often – e, 6. When – d.)**

**7** **/p. 55** Explain the task. Check students' answers.
**(Answers:**

| | |
|---|---|
| 1. juice | U – two glasses of juice |
| 2. butter | U – one packet of butter |
| 3. carrot | C – three carrots |
| 4. bread | U – a loaf of bread |
| 5. jam | U – three jars of jam |

| | |
|---|---|
| 6. apple | C – six apples |
| 7. sugar | U – two spoons of sugar |
| 8. rice | U – two bowls of rice |
| 9. onion | C – three onions |
| 10. egg | C – ten eggs |

# CLIL activities – "Language" (p. 56.)

**1 /p. 56** Ask students to read the text, then to study the language code and to read and answer the question. **(Answers: 1 – What is Patois? It is the most common dialect in Caribbean.)**

**2 /p. 56** Ask students to read the Patois dialogue and to write the English translation using the phrases in the box. **(Answers: A: What's happening? B: We're going to a party. Are you coming with us? A: I don't know. Oh, alright then. B: Great!)**

# Module 5 Historical events (p. 57-66.)

## Unit 5a Discoveries (p. 58-61.)

### Vocabulary (p. 58.)

**1 /p. 58** Play the recording. Ask the students to listen and repeat the words. Then ask students to match the activities in the list with the pictures. **(Answers: 1 – fly, 2 – take-off, 3 – arrive, 4 – ride, 5 – sail, 6 – explore, 7 – drive, 8 – land, 9 – leave, 10 – discover, 11 – travel.)**

**2 /p. 58** Ask students to read the sentences and to choose the right words in exercise 1 to complete the gaps. **(Answers: 1 – discover, 2 – fly, 3 – fly, sail, travel, 4 – drive, fly, ride, sail, travel, 5 – ride.)**

**3 /p. 58** Ask students, in pairs, to match the jobs in exercise 1 with the places in the list. **(Answers: hospital: nurse, surgeon, vet; a school: teacher; a theatre: actor; a police station: police officer; a swimming pool: sportsperson, lifeguard; an office: teacher; a house: architect, engineer.)**

**4 /p. 58** Tell students that they are going to listen to a conversation between Ali and James. Ask them to identify the journey they want to do. **(Answers: Ali wants to travel around the world in a hot air balloon and James wants to travel to the moon.)**

**5 /p. 58** Tell students to work in pairs and to ask questions and answer as in the example, using the vocabulary in exercise 1. **(Answers: Students' own answers.)**

### Reading (p. 59.)

**1 /p. 59** Ask students if they like eating biscuits, pasta or ice cream and which country they think this food comes from. **(Answers: Students' own answers.)**

**2 /p. 59** Ask students to read or listen to the text and correct their check. **(Answers: a – Spain, b – China, c – England.)**

**3 /p. 59** Ask students to read the text again and answer the questions given. **(Answers: 1 – Apples and onions. 2 – Potatoes, tomatoes and chocolate. 3 – Biscuits. 4 – Because they introduced wheat flour in Sicily. 5 – A technique for making ice desserts.)**

**4 /p. 59** Ask students to read the sentences and to choose the right word from the box to fill in the gaps. **(Answers: 1 – tomatoes, 2 – pasta, 3 – biscuits, 4 – fruit.)**

### Grammar (p. 60.)

#### Be: past simple

**1 /p. 60** Review the past simple form of the verb *to be*. Ask students read the sentences and to use it in the affirmative or negative form. **(Answers: 1 – was, 2 – wasn't, 3 – weren't, 4 – were, 5 – was.)**

**2 /p. 60** Ask students to read the sentences and to fill in the gaps with *could* or *couldn't* and the verbs in brackets. **(Answers: 1 – could ride, 2 – couldn't speak, 3 – could go, 4 – couldn't travel.)**

### Past simple

**1 /p. 60** Elicit the form and use of past simple. Ask students to complete the sentences with the past simple form of the verbs in brackets. **(Answers: 2 – sailed, 3 – landed, 4 – travelled, 5 – tried, died.)**

**2 /p. 61** Ask students to complete the text with the past simple affirmative form of the verbs in beckets. **(Answers: 1 – took, 2 – ate, 3 – sailed, 4 – brought, 5 – became.)**

**3 /p. 61** Ask students to rewrite the sentences and to correct the historical facts. **(Answers: 1 – Captain Cook didn't explore Alaska. He explored Australia. 2 – European explorers didn't take elephants to the Americas. They took horses. 3 – Alexander the great didn't ride an elephant. He rode a horse. 4 – Neil Armstrong didn't land on the moon in October. He landed in July.)**

**4 /p. 61** Ask students to use the prompts to write questions in the past simple form. **(Answers: 1 – How many ships did Christopher Columbus have? 2 – When did they discover Pompeii? 3 – Where did Marco Polo go? 4 – When did Hillary climb the Everest?)**

**5 /p. 61** Explain the task. Students check in pairs. **(Answers: 1 – What did you eat yesterday? 2 – Did you use a computer last night? 3 – Did you speak English five years ago?)**

**6 /p. 61** Ask students to read the text and to choose the right form of the verbs to complete the dialogue. **(Answers: 1 – are you doing, 2 – 'm doing, 3 – love, 4 – 'm writing, 5 – did, 6 – wasn't, 7 – check, 8 – left.)**

**7 /p. 61** Ask students to listen and check their answers.

## Unit 5b Natural disasters (p. 62-64.)

### Vocabulary (p. 62.)

**1 /p. 62** Ask students to listen to and repeat the words in the list.

**2 /p. 62** Ask students to look at the pictures and to match them with the words in exercise 1 and then to identify the disasters which are not in the pictures. **(Answers: 1 – tornado; 2 – volcanic eruption; 3 – landslide; 4 – flood; 5 – fire; 6 – tsunami.)**

**3 /p. 62** Ask students to read the sentences and to choose the correct word. **(Answers: 1 – famine, 2 – floods, 3 – fire, 4 – volcanic eruption, 5 – droughts.)**

### Listening (p. 62.)

**4 /p. 62** Ask students to listen to the description of two famous natural disasters and to answer the questions. **(Answers: 1. volcanic eruption, earthquake, tsunami; 2. 79 A.D., 1755.)**

5 **/p. 62** Ask students to listen to the recording again and to complete the sentences with words from the description. **(Answers: 1 – 2000, 2 – discovered, 3 – 79, 4 – tsunami, 5 – sea, 6 – earthquakes.)**

## Speaking (p. 63.)

### Asking for information / At the library

1 **/p. 63** Ask students to read the dialogue and to identify where Mia can find the information she needs. **(Answers: In the history section.)**

2 **/p. 63** Ask students to work in pairs and to act out the dialogue.

3 **/p. 63** Ask students to put the sentences in order to make the dialogue. **(Answers: 1 – e, 2 – d, 3 – b, 4 – a, 5 – f, 6 – c.)**

Speaking Task

1 **/p. 63** Ask students to look at the homework diary and to decide the information they need.

2 **/p. 63** Ask students to look at the model dialogue in exercise 1 and to change the words written in blue using new information.

3 **/p. 63** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 64.)

### A biography

1 **/ p. 64** Ask students to read the model text and then to answer the questions. **(Answers: 1 – He was a painter, a sculptor and an inventor. 2 – He was born in Vinci, near Florence. 3 – He painted *The Last Supper* and *The Mona Lisa*.)**

2 **/ p. 64** Ask students to read the tips and to find examples of prepositions I the text. **(Answers: Students' own answers.)**

3 **/ p. 64** Ask students to complete the sentences with *on, at* or *in*. **(Answers: 1 – in, 2 – on, 3 – in, 4 – on, at, 5 – on.)**

Writing Task

1 **/ p. 64** Ask students to choose a famous person and to make notes about their biography as in the example.

2 **/ p. 64** Ask students to use the model text, their notes and the given structure to write a short description. **(Answers: Students' own answers.)**

3 **/ p. 64** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their descriptions to the class.

## Culture Reading (p. 65.)

Ask students to listen to or read the text and to answer the questions. **(Answers: 1. They were the first men to climb to the top of Mount Everest. 2. They were at the top of Mount Everest for 15 minutes. 3. Edmund Hillary was a mountaineer and Tenzing Norgay was a mountain guide. 4. Edmund was from New Zealand and Tenzing was from Nepal.)**

## Module 5 – Progress Check (p. 66.)

1 **/ p. 66** Ask students to choose the correct word to complete the sentences. **(Answers: 1 – sailed, 2 – fly, 3 – landed, 4 – took off, 5 – travelling.)**

2 **/ p. 66** Ask students to match the pictures with the words in the box. **(Answers: 1 – tornado, 2 – fire, 3 – drought, 4 – earthquake, 5 – flood.)**

3 **/ p. 66** Ask students to read the sentences and to complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – arrived, 2 – was, 3 – sat, 4 – began, 5 – read.)**

4 **/ p. 66** Ask students to use the prompts to make questions. Students answer them in pairs. **(Answers: 1 – Did you study history at the weekend? 2 – When did your dad buy his first car? 3 – Did you study English at primary school? 4 – Did you visit Lisbon three months ago? 5 – What time did you arrive home last night?)**

5 **/ p. 66** Ask students to complete the sentences with *could* or *couldn't* and the verb in brackets. **(Answers: 1 – couldn't hear, 2 – could say, 3 – couldn't go, 4 – could write, 5 – couldn't make.)**

6 **/ p. 66** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – are you doing, 2 – 'm doing, 3 – help, 4 – found, 5 – 'm writing, 6 – did, 7 – wasn't, 8 – left, 9 – can, 10 – isn't.)**

# Module 6 Transport and travel (p. 67-76.)

## Unit 6a Transport (p. 68-71.)

### Vocabulary (p. 68.)

1 **/p. 68** Play the recording. Ask the students to listen and repeat the words. Then ask students to match the means of transport in the list with the pictures. **(Answers: 1 – taxi, 2 – lorry, 3 – boat, 4 – moped, 5 – plane, 6 – bike, 7 – tram, 8 – bus, 9 – coach, 10 – car, 11 – motorbike, 12 – train.)**

2 **/p. 68** Ask students to complete the table with words from exercise 1. **(Answers: land: taxi, lorry, moped, tram, bus, coach, car, motorbike, train; water: ship; air: plane.)**

3 **/p. 68** Tell students that they are going to listen to a conversation between Denzel and Ruby. Ask them to identify the way they go to school. **(Answers: Ruby goes to school by bus. Denzel usually goes on foot, but sometimes he goes by car.)**

4 **/p. 68** Tell students to work in pairs and to ask questions and answer as in the example, using the words in the box and the vocabulary given. **(Answers: Students' own answers.)**

### Reading (p. 69.)

1 **/p. 69** Ask students to look at the title and then to read the text and to decide what it is about. **(Answers: 2.)**

2 **/p. 69** Ask students to read or listen to the text again and to answer the questions. **(Answers: 1 – Baron Karl von Drais. 2 – Because it had an enormous front wheel. 3 – It didn't go very fast: only seven kilometres per hour. 4 – It was in 1949. 5 – They offer speed and freedom.)**

3 **/p. 69** Ask students to talk together about their favourite means of transport. **(Answers: Students' own answers.)**

### Grammar (p. 70.)

#### Past simple – extensive practice

1 **/p. 70** Review the use of past simple. Ask students to complete the table with the past forms. **(Answers: *regular verbs*: disappeared, presented, returned, stopped; *irregular verbs*: was, began, came, cost, had.)**

2 **/p. 70** Ask students to read the text and to fill in the gaps with the past simple form of the verbs in brackets. **(Answers: 1 – began, 2 – were, 3 – wasn't, 4 – cost, 5 – came, 6 – presented, 7 – had, 8 – disappeared, 9 – stopped, 10 – returned.)**

3 **/p. 70** Elicit the past simple form of the verb *have got*. Ask students to use the correct ending for the sentences. **(Answers: 1 – a, 2 – a, 3 – b, 4 – b.)**

4 **/p. 71** Ask students to choose the correct word to make negative sentences. **(Answers: 1 – arrive, 2 – drive, 3 – come, 4 – travel.)**

5 **/p. 71** Ask students to write sentences that are true for them, using the past simple affirmative and negative forms of the verbs in the boxes. **(Answers: Students' own answers.)**

6 **/p. 71** Ask students to use the prompts to write questions in the past simple form. Students work in pairs and give short answers. **(Answers: 1 – Did you travel by car? No, I didn't. 2 – Did she go by plane? Yes, she did. 3 – Did teenagers ride mopeds? No, they didn't. 4 – Did you and your family have a good time? Yes, we did.)**

7 **/p. 71** Explain the task. Students check in pairs. **(Answers: 1 – Where did you go on holiday? 2 – How did you get there? 3 – Who did you go with? 4 – What did you do there? 5 – Did you have a good time?)**

8 **/p. 71** Explain the task. **(Answers: 1 – went, 2 – took, 3 – went, 4 – visited, 5 – was.)**

9 **/p. 71** Ask students to talk to each other about their last holidays.

10 **/p. 71** Ask students to read the dialogue and to fill in the gaps with the correct form of the verbs in brackets. **(Answers: 1 – did you have, 2 – did, 3 – did you do, 4 – went, 5 – going, 6 – spent, 7 – did you go, 8 – waited, 9 – didn't mind, 10 – was.)**

11 **/p. 71** Ask students to listen to the conversation and to check their answers.

# Unit 6b Travel (p. 72-74.)

## Vocabulary (p. 72.)

1 **/p. 72** Ask students to listen to and repeat the words and phrases in the list.

2 **/p. 72** Ask students to look at the pictures and to match them with the words and phrases in exercise 1. **(Answers: 1 – climb mountains, 2 – explore new places, 3 – buy souvenirs, 4 – take photos, 5 – go surfing, 6 – visit museums.)**

3 **/p. 72** Ask students to imagine they went on holiday last month and to write sentences in the past simple, using the verbs in exercise 1, as in the example. **(Answers: Students' own answers.)**

## Listening (p. 72.)

4 **/p. 72** Ask students to listen to the recording and to answer the question. **(Answers: b.)**

5 **/p. 72** Ask students to listen to the recording again and to mark the sentences true or false. **(Answers: 1 – F, 2 – T, 3 – T, 4 – F, 5 – T.)**

## Speaking (p. 73.)

### Asking for travel information / A bus trip

1 **/p. 73** Ask students to listen to the dialogue and to find out how much a return is. **(Answers: £8.)**

**2 /p. 73** Ask students to work in pairs and to act out the dialogue.

**3 /p. 73** Ask students to complete the sentences with the correct word. **(Answers: 1 – time, 2 – where, 3 – does.)**

### Speaking Task

**1 /p. 73** Ask students to look at the pictures and to decide where they want to go.

**2 /p. 73** Ask students to look at the model dialogue in exercise 1 and to change the words written in blue using new information.

**3 /p. 73** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 74.)

### A story

**1 / p. 74** Ask students to read the model text and then to put the pictures in the correct order. **(Answers: 3, 1, 4, 2.)**

**2 / p. 74** Ask students to read the tips and to answer the question. **(Answers: To list the events in chronological order.)**

**3 / p. 74** Ask students to complete the sentences with the correct time connectors. **(Answers: 1 – first, 2 – then, 3 – in the end.)**

### Writing Task

**1 / p. 74** Ask students to imagine a disastrous holiday and to make notes.

**2 / p. 74** Ask students to use the model text, their notes and the given structure to write what happened. **(Answers: Students' own answers.)**

**3 / p. 74** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their stories to the class.

## Culture Reading (p. 75.)

Ask students to listen to or read the text and to answer the questions. **(Answers: 1 – In 1863. 2 – They are usually red. 3 – From the river. 4 – Cabs.)**

## Pronunciation (p. 75.)

**a/p. 75** Ask students to listen to the pronunciation, to spot the difference and to repeat.

**b/p. 75** Ask students to listen to the verbs and to add them to the table in exercise a.

| | |
|---|---|
| /d/ | arrived, continued, designed, tried |
| /t/ | stopped, looked, |
| /ɪd/ | invented, presented, wanted |

## Module 6 – Progress Check (p. 76.)

1 **/ p. 76** Ask students to look at the pictures and to identify the means of transport they show. **(Answers: 1 – plane, 2 – tram, 3 – moped, 4 – lorry, 5 – coach.)**

2 **/ p. 76** Ask students to match the verbs in the first column with the words in the second one. **(Answers: 1 – d, 2 – b, 3 – e, 4 – a, 5 – c.)**

3 **/ p. 76** Ask students to read the text and to complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – visited, 2 – left, 3 – travelled, 4 – didn't have, 5 – bought.)**

4 **/ p. 76** Ask students to complete the sentences with the past simple form of the verbs in exercise 2. **(Answers: 1 – had, 2 – bought, 3 – visited, 4 – didn't go, 5 – made.)**

5 **/ p. 76** Ask students to use the words to write questions. **(Answers: 1 – Where did you go on holiday last year? 2 – Did you visit any museums? 3 – What did you buy there? 4 – Did you climb a mountain? 5 – Did you make new friends?)**

6 **/ p. 76** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – did, 2 – did you do, 3 – was, 4 – went, 5 – spent, 6 – arrived, 7 – didn't leave, 8 – did you go, 9 – waited, 10 – didn't mind.)**

# Module 7 Personal possessions (p. 77-86.)

## Unit 7a Money (p. 78-81.)

### Vocabulary (p. 78.)

1 **/p. 78** Play the recording. Ask the students to listen and repeat the words. Then ask students to match the verbs in the list with the pictures. **(Answers: 1 – win, 2 – swap, 3 – earn, 4 – lend, 5 – borrow, 6 – sell, 7 – buy, 8 – save, 9 – pay for, 10 – spend.)**

2 **/p. 78** Ask students to choose the correct word. **(Answers: 1 – spends, 2 – buys, 3 – swapped, 4 – earn, 5 – lends.)**

3 **/p. 78** Tell students that they are going to listen to a conversation between Luke and Kate. Ask them to answer the questions. **(Answers: 1. She buys snacks on Saturdays or she goes to the cinema with her friends. 2. She lends music, clothes.)**

4 **/p. 78** Tell students to work in pairs and to ask and answer questions in exercise 3. **(Answers: Students' own answers.)**

### Reading (p. 79.)

1 **/p. 79** Ask students to read and listen to the text and to match the heading with the paragraphs. **(Answers: A – 4, B – 3, C – 2, D – 1.)**

2 **/p. 79** Ask students to read the text again and to choose the correct answer. **(Answers: 1 – a, 2 – b, 3 – b, 4 – a.)**

3 **/p. 79** Ask students to talk together and to answer the questions. **(Answers: 1. You can start saving from an early age. 2. You can swap your old phone and your games console for a better one. 3. Because they are usually much cheaper than new products. 4. You can walk your neighbour's dog, you can wash their car or look after their children. 5. No, it isn't.)**

### Grammar (p. 80.)

#### The adjective – comparative and superlative forms

1 **/p. 80** Review the use of comparative and superlative forms of adjectives. Ask students to write the comparative form of the adjectives given. **(Answers: 1 – heavier, 2 – more beautiful, 3 – newer, 4 – larger, 5 – richer, 6 – fatter, 7 – younger, 8 – more difficult, 9 – older, 10 – more intelligent.)**

2 **/p. 80** Ask students to read the sentences and to fill in the gaps with the comparative form of the adjectives in brackets. **(Answers: 1 – cheaper, 2 – more expensive, 3 – bigger, 4 – richer, 5 – older.)**

3 **/p. 80** Ask students to write the sentences so that they are true for them. **(Answers: Students' own answers.)**

4 **/p. 80** Explain the task. Students check in pairs. **(Answers: 1 – the busiest, 2 – the richest, 3 – most expensive, 4 – the cheapest, 5 – the tallest.)**

5 **/p. 80** Ask students to write questions about where they live using the superlative form oh the adjectives in the box. **(Answers: the highest mountain, the best football team, the longest river, the richest person, the tallest building.)**

6 **/p. 80** Ask students to work in pairs. They ask and answer as in the example. **(Answers: Students' own answers.)**

### The forms of genitive – Expressing possession

7 **/p. 81** Elicit the form and use of the genitive. Ask students to complete the sentences with ' or 's. **(Answers: 1 – 's, 2 – 's, 3 – ', 4 – 's, 5 – 's, 6 – '.)**

8 **/p. 81** Explain the task. Students check in pairs. **(Answers: 1 – friends', 2 – Giovanni's, 3 – boss', 4 – cousin's, 5 – people's.)**

9 **/p. 81** Elicit the use of *'s* and *of* genitive. Ask students to choose the correct form of the genitive. **(Answers: 1 – Tom's camera, 2 – principal of the school, 3 – Mary's, 4 – the ground floor of the building, 5 – my father's birthday.)**

10 **/p. 81** Ask students to read the dialogue and to fill in the gaps with the correct form of the verbs in brackets. **(Answers: 1 – is, 2 – is, 3 – bought, 4 – was, 5 – are, 6 – cost, 7 – was, 8 – forgot.)**

11 **/p. 81** Ask students to listen to the conversation and to check their answers.

## Unit 7b Computer equipment (p. 82-84.)

### Vocabulary (p. 82.)

1 **/p. 82** Ask students to listen to and repeat the words in the list.

2 **/p. 82** Ask students to look at the pictures and to match them with the words in exercise 1 and to identify the items which are not in the pictures. **(Answers: 1 – laptop, 2 – memory card, 3 – flash drive, 4 – speakers, 5 – scanner, 6 – desktop.)**

3 **/p. 82** Ask students to read the definitions and to complete them with words from exercise 1. **(Answers: 1 – laptop, 2 – mouse, 3 – webcam, 4 – keyboard, 5 – printer.)**

4 **/p. 82** Ask students to work in pairs and answer the questions. **(Answers: Students' own answers.)**

5 **/p. 82 PERSONAL PROJECT** – Explain the task.

### Listening (p. 82.)

6 **/p. 82** Ask students to listen to the advertisement and to choose the correct description. **(Answers: b.)**

7 **/p. 82** Ask students to listen to the recording again and to mark the sentences true or false. **(Answers: 1 – T, 2 – F 3 – T, 4 – F, 5 – F.)**

## Speaking (p. 83.)

### Buying and selling / Going shopping

1 **/p. 83** Ask students to listen to the dialogue and to find out what Zoe buys. **(Answers: The mouse.)**

2 **/p. 83** Ask students to work in pairs and to act out the dialogue.

3 **/p. 83** Ask students to order the words to make sentences. **(Answers: 1 – How much is it? 2 – Have you got anything cheaper? 3 – How much are these shoes? 4 – They are 15. 5 – I'll have a bracelet, please?)**

#### Speaking Task

1 **/p. 83** Ask students to look at the pictures and to decide what they want to buy.

2 **/p. 83** Ask students to look at the model dialogue in exercise 1 and to change the words written in blue using new information.

3 **/p. 83** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 84.)

### A description of an object

1 **/ p. 84** Ask students to read the model text and then to answer the questions. **(Answers: 1 – Jessica's laptop weights 2 kg. 2 – Her mum. 3 – She does her homework, she plays games and sometimes listens to music and chats with her friends.)**

2 **/ p. 84** Ask students to read the tips and to find examples of adjective word order in the text. **(Answers: beautiful, small grey laptop; lovely blue bag.)**

3 **/ p. 84** Ask students to read the tips and then to complete the table. **(Answers: 1 – beautiful, 2 – small, 3 – new, 4 – grey.)**

4 **/ p. 84** Ask students to rewrite the sentences using the adjectives given in brackets. **(Answers: 1 – I've got a brilliant black smartphone. 2 – I bought a new purple T-shirt two days ago. 3 – The small black bag was the cheapest in the shop. 4 – I love my cousin's antique blue earrings.)**

#### Writing Task

1 **/ p. 84** Ask students to choose their favourite object and to make notes.

2 **/ p. 84** Ask students to use the model text, their notes and the given structure to write what happened. **(Answers: Students' own answers.)**

3 **/ p. 84** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their stories to the class.

## Culture Reading EXTRA (p. 85.)

Ask students to listen to or read the text and to answer the questions. **(Answers: 1 – They sell or swap the unwanted things. 2 – It is a shop which receives second hand items from members of the public and then sell them to make money for the charity. 3 – Because they can save money, can find more interesting things and it is a way to give some money to their favourite charities.)**

## Module 7 – Progress Check (p. 86.)

1 **/ p. 86** Ask students to complete the letters to make up words. **(Answers: 1 – borrow, 2 – swap, 3 – spend, 4 – save, 5 – earn.)**

2 **/ p. 86** Ask students to look at the pictures and to write the parts of the laptop. **(Answers: 1 – keyboard, 2 – desktop, 3 – mouse, 4 – webcam, 5 – printer.)**

3 **/ p. 86** Ask students to write sentences with the comparative form of the adjectives given. **(Answers: 1 – A desktop is heavier than the laptop. 2 – A desktop is more expensive than a laptop. 3 – The laptop is cheaper than the desktop. 4 – The desktop is faster than the laptop. 5 – The laptop is slower than the desktop.)**

4 **/ p. 86** Ask students to read the text and to complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – visited, 2 – left, 3 – travelled, 4 – didn't have, 5 – bought.)**

5 **/ p. 86** Explain the task. Students check in pairs. **(Answers: 1 – the door of the garage, 2 – a feeling of disappointment, 3 – your father's decision, 4 – the boy's story, 5 – the back of the house.)**

6 **/ p. 86** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – does… cost, 2 – is, 3 – try, 4 – bought, 5 – was, 6 – do… cost, 7 – are, 8 – 'm buying, 9 – was, 10 – forgot.)**

# Module 8 Having fun (p. 87-96.)

## Unit 8a Playing games (p. 88-91.)

### Vocabulary (p. 88.)

1 **/p. 88** Play the recording. Ask the students to listen and repeat the words. Then ask students to match them with the pictures. **(Answers: 1 – land, 2 – roll the dice, 3 – count, 4 – give up, 5 – guess, 6 – cheat, 7 – beat, 8 – lose, 9 – move a counter, 10 – miss a turn.)**

2 **/p. 88** Ask students to choose the correct word to complete the sentences. **(Answers: 1 – lose, 2 – cheats, 3 – give up, 4 – roll the dice, 5 – land.)**

3 **/p. 88** Tell students that they are going to listen to a conversation between Lou and Will. Ask them to answer the questions. **(Answers: 1 – ludo, 2 – chess.)**

4 **/p. 88** Tell students to work in pairs. They choose a game and ask and answer questions to guess which game it is. **(Answers: Students' own answers.)**

### Reading (p. 89.)

1 **/p. 89** Ask students to read and listen to the text and to put the games in the chronological order. **(Answers: 1 – Senet, 2 – backgammon, 3 – chess, 4 – Monopoly.)**

2 **/p. 89** Ask students to read the text again and to choose the correct word. **(Answers: 1 – played, 2 – comes, 3 – the USA, 4 – aren't.)**

3 **/p. 89** Ask students to talk together and to answer the questions. **(Answers: Students' own answers.)**

### Grammar (p. 90.)

#### Tense review: present and past simple

1 **/p. 90** Review the use of present and past simple. Ask students to complete the rules with the name of the correct tense. **(Answers: 1 – past simple, 2 – present continuous, 3 – present simple.)**

2 **/p. 90** Ask students to read the sentences and to fill in the gaps with the present simple or continuous form of the verbs. **(Answers: 1 – has, 2 – never take part/don't like, 3 – am watching, 4 – isn't playing/is beating, 5 – wins, 6 – is standing up/is smiling.)**

3 **/p. 90** Ask students to complete the text with the past simple form of the verbs in brackets. **(Answers: 1 – was born, 2 – loved, 3 – studied, 4 – invented, 5 – called, 6 – made, 7 – didn't know, 8 – found.)**

**4 /p. 90** Explain the task. Students check in pairs. **(Answers: 1 – Is your teacher watching TV right now? 2 – What are you doing at the moment? 3 – How did you celebrate your last birthday? 4 – Was your family having dinner at 8pm? 5 – What were you doing when the teacher came into the classroom?)**

**5 /p. 90** Ask students to read the text and to fill in the application form. **(Answers: Mr, Smith, Paul, 0386428643, 13, NW10 0AA.)**

### Making a polite request – The model verbs: *can, will*

**6 /p. 91** Ask students to complete the sentences with *can* and or *will*. **(Answers: 1 – will, 2 – can, 3 – can, 4 – will, 5 – will, 6 – can, 7 – will, 8 – can.)**

**7 /p. 91** Explain the use of *can I* and *will you*. Ask students to choose the most appropriate response. **(Answers: 1 – b, 2 – b, 3 – a, 4 – a, 5 – b, 6 – b, 7 – b, 8 – b.)**

**8 /p. 91** Ask students to read the dialogue and to fill in the gaps with the correct form of the verbs in brackets. **(Answers: 1 – finished, 2 – are we going to do, 3 – do you want, 4 – haven't got, 5 – is going to rain, 6 – is Molly doing, 7 – plays, 8 – isn't playing, 9 – went, 10 – 'll phone.)**

**9 /p. 91** Ask students to listen to the conversation and to check their answers.

## Unit 8b Places to visit (p. 92-94.)

### Vocabulary (p. 92.)

**1 /p. 92** Ask students to listen to and repeat the words in the list.

**2 /p. 92** Ask students to look at the pictures and to match them with the places in exercise 1 and then to identify the places which are not in the pictures. **(Answers: 1 – cathedral, 2 – water park, 3 – monument, 4 – campsite, 5 – town square, 6 – fishing port.)**

**3 /p. 92** Ask students to read the sentences and to choose the correct words. **(Answers: 1 – a statue, 2 – castle, 3 – an art gallery, 4 – cathedral, 5 – monument.)**

**4 /p. 92** Ask students to write sentences about their holiday preferences using the vocabulary in exercise 1. **(Answers: Students' own answers.)**

**5 /p. 92 PERSONAL PROJECT** – Explain the task.

### Listening (p. 92.)

**6 /p. 92** Ask students to listen to the conversation and to answer the questions. **(Answers: Natalie is going to Sophie's house. In August she's going in France.)**

**7 /p. 92** Ask students to listen to the recording again and to mark the sentences true or false. **(Answers: 1 – T, 2 – F 3 – T, 4 – F, 5 – F.)**

## Speaking (p. 93.)

### Expressing preferences / At a holiday camp

1 **/p. 93** Ask students to listen to the dialogue and to find out what Molly and Abbie decide to do. **(Answers: They are going to visit a castle and then going dancing.)**

2 **/p. 93** Ask students to work in pairs and to act out the dialogue.

3 **/p. 93** Ask students to match the questions with the answers. **(Answers: 1 – c, 2 – b, 3 – a.)**

### Speaking Task

1 **/p. 93** Ask students to read the information and to choose an activity.

2 **/p. 93** Ask students to look at the model dialogue in exercise 1 and to change the words written in blue using new information.

3 **/p. 93** Ask students to work in pairs and to act out their new dialogues using the useful language box.

## Writing (p. 94.)

### An email

1 **/ p. 94** Ask students to read the model text and then to answer the questions. **(Answers: 1 – She is outside. 2 – No, it wasn't because she moved there last July and started a new school. 3 – She is going to Malta. 4 – She is going to explore the island have a good time.)**

2 **/ p. 94** Ask students to read the tips and to find examples in the text of past simple, present simple and present continuous tense. **(Answers: Students' own answers.)**

3 **/ p. 94** Ask students to use the prompts and to write sentences using past and present tenses. **(Answers: 1 – I always pass all my exams. 2 – Last week we visited a museum in Rome. 3 – Tonight we are having a party to celebrate. 4 – I am writing to you and I am eating an ice cream now. 5 – He went to the cinema yesterday.)**

### Writing Task

1 **/ p. 94** Ask students to make notes to write a reply to Naomi's email.

2 **/ p. 94** Ask students to use the model text, their notes and the given structure to write the email. **(Answers: Students' own answers.)**

3 **/ p. 94** Ask students to make sure that they use the right grammar and vocabulary structures. Students present their stories to the class.

## Culture Reading (p. 95.)

1 **/ p. 95** Ask students to listen to or read the text and to answer the questions. **(Answers: 1 – Newquay is in the southwest of England. 2 – It has nine sandy beaches. 3 – International surfing competitions. 4 – About 10 million visitors. 5 – It is famous for its tower.)**

2 **/ p. 95** Ask students to talk together about the most famous beaches in Romania.

3 **/p. 95 PERSONAL PROJECT** – Explain the task.

## Module 8 – Progress Check (p. 96.)

**1 / p. 96** Ask students to complete the letters to make up words. **(Answers: 1 – cheat, 2 – roll the dice, 3 – move a counter, 4 – lose, 5 – miss a turn.)**

**2 / p. 96** Ask students to look at the pictures and to name the places. **(Answers: 1 – fishing port, 2 – town square, 3 – water park, 4 – monument, 5 – museum.)**

**3 / p. 96** Ask students to read the text and to complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – were, 2 – visited, 3 – met, 4 – spent, 5 – heard.)**

**4 / p. 96** Explain the task. Students check in pairs. **(Answers: 1 – Where did Jason go last weekend? 2 – I didn't see Jane during the meeting. 3 – What car did she drive to the party last night? 4 – The Queen didn't visit Australia last summer. 5 – Where did they buy a new house?)**

**5 / p. 96** Ask students to match the questions in column A with the answers in column B. **(Answers: 1 – b, 2 – a, 3 – e, 4 – d, 5 – c.)**

**6 / p. 96** Ask students to read the dialogue and complete the gaps with the correct form of the verbs in brackets. **(Answers: 1 – is, 2 – do, 3 – go, 4 – watch, 5 – watch, 6 – haven't got, 7 – is not doing, 8 – plays, 9 – is not playing, 10 – went.)**

# CLIL activities – "ICT – Dot-com companies" (p. 97.)

**1** **/p. 97** Ask students if they know what ICT companies are. Invite them to read the text to find more information about this type of companies. Ask them to find four ICT companies in the word search. **(Answers: Facebook, Google, Apple, Acer.)**

**2** **/p. 97** Ask students to read the text again and to choose the correct answer for the questions given. **(Answers: 1 – a, 2 – b, 3 – c.)**

# Round up 2 (Module 5–8) (p. 98-99.)

## Vocabulary practice (p. 98.)

Play the game. Ask the students to throw the dice and to fill in the gaps with the right word. If a student does not know the word, they go one picture back. **(Answers: 1 – cheating, 2 – elephant, 3 – go to university, 4 – guitar, 5 – bottles, 6 – cathedral, 7 – polar bear, 8 – give up, 9 – statue, 10 – wool.)**

## Grammar practice (p. 99.)

**1 /p. 99** Ask students to order the words to make sentences. **(Answers: 1 – Was it hot yesterday. 2 – Where was Cervantes from? 3 – Was she at school last week? 4 – Were you happy last night? 5 – Why were your friends tired? 6 – Were you in bed at 11 pm?)**

**2 /p. 99** Ask students to complete the sentences with the past simple affirmative form of the verbs in brackets. **(Answers: 1 – rode, 2 – spent, 3 – found, 4 – came, 5 – bought.)**

**3 /p. 99** Ask students to write sentences using the right tense. **(Answers: 1 – We are playing cards at the moment. 2 – Paula won and I lost last night. 3 – We often play cards on Saturday afternoon. 4 – We usually meet at Katie's house. 5 – She is watching the football match at the stadium tomorrow.)**

**4 /p. 99** Ask students to complete the gaps using the comparative and superlative form of the adjectives in brackets. **(Answers: 1 – busier, 2 – more intelligent, 3 – faster, 4 – worst, 5 – bigger, 6 – heavier, newer.)**

**5 /p. 99** Ask students to rewrite the sentences using the superlative form of the adjectives. **(Answers: 1 – John is the tallest boy in my class. 2 – We are the best students in our school. 3 – The elephant is the largest land animal. 4 – The Bugatti is the most expensive car in the world. 5 – My aunt is the worst singer in our family. 6 – Kate is the most intelligent person I know. 7 – Everest is the highest mountain in the world.)**

**6 /p. 99** Ask students to choose the correct form of the genitive to complete the sentences. **(Answers: 1 – A, 2 – B, 3 – A, 4 – A, 5 – C, 6 – A, 7 – B.)**

**7 /p. 99** Explain the task. Check students' answers.
**(Answers: 1 – can, 2 – can, 3 – will, 4 – can, 5 – will, 6 – can, 7 – will, 8 – can, 9 – will, 10 – can.)**

# Writing guide (p. 100-107.)

## Writing guide 1 (p. 100-101.)

**Text type: A review**

**Read the model text**

1 **/p. 100** Ask students to read the text and to identify the important characters in *The Hunger Games*. **(Answers: Katniss Everdeen and Peeta Mellark.)**

2 **/p. 100** Ask students to read the text again and to choose the correct words.
**(Answers: 1 – American, 2 – winner.)**

3 **/p. 100** Ask students to read the text again and to answer the questions. **(Answers: 1 – It is a science-fiction adventure film. 2 – Jennifer Lawrence and Josh Hutcherson. 3 – Because the special effects are fantastic.)**

**Plan your text**
Explain the task. Students check in pairs.

**Write your text**
**(Students' own answers.)**

## Writing guide 2 (p. 102-103.)

**Text type: A class survey**

**Read the model text**

1 **/p. 102** Ask students to read the text, to look at the survey and to identify what it is about.
**(Answers: Students' plans for the school holiday.)**

2 **/p. 102** Ask students to read the text again and to choose the correct words.
**(Answers: 2 – most, 3 – no one, 4 – most, 5 – a few.)**

**Plan your text**
Explain the task. Students check in pairs. **(Answers: 2 – a few, 3 – in an office, 4 – half, 5 – live in a city, 6 – everyone, 7 – travel to another country.)**

**Write your text**
**(Students' own answers.)**

## Writing guide 3 (p. 104-105.)

**Text type: A description of a person**

**Read the model text**

**1 /p. 104** Ask students to read the text and to answer the question. **(Answers: It's a fictional character.)**

**2 /p. 104** Ask students to read the text again and to mark the sentences true or false. **(Answers: 1 – F, 2 – T, 3 – T, 4 – F.)**

**3 /p. 104** Ask students to match the two columns to make true sentences. **(Answers: 2 – a, 3 – b, 4 – e, 5 – d.)**

**Plan your text**

Explain the task. Students check in pairs. **(Answers: 2 – people who are special or different, 4 – intelligent, 5 – too, 6 – makes good, 7 – also, 8 – in politics, 9 – too.)**

**Write your text**

**(Students' own answers.)**

## Writing guide 4 (p. 106-107.)

**Text type: A biography**

**Read the model text**

**1 /p. 106** Ask students to read the text and to answer the question. **(Answers: She was a nurse.)**

**2 /p. 106** Ask students to read the text again and to choose the correct words. **(Answers: 1 – 18th, Crimean War.)**

**3 /p. 106** Ask students to read the text again and to answer the questions. **(Answers: 1 – The hospital was dirty. 2 – They cleaned the hospital and helped the soldiers. 3 – She died at 12 pm on 13th August 1910. 4 – Because she wanted better hospitals and training for nurses.)**

**Plan your text**

Explain the task. Students check in pairs. **(Answers: 2 – composer and musician, 3 – piano and violin, 4 – was five, 5 – 600 operas, 6 – visited, 7 – at 1 am on 5th December 1791, 9 – he is a brilliant composer.)**

**Write your text**

**(Students' own answers.)**

# Festivals and celebrations (p. 112-123)

## Bonfire night (p. 112-113.)

**1 /p. 113** Ask students to read the text and to match the two sentences halves. **(Answers: 1 – b, 2 – c, 3 – e, 4 – a, 5 – f, 6 – h, 7 – g, 8 – d.)**

**2 /p. 113** Explain the task. Students work in pairs.

**3 /p. 113 PERSONAL PROJECT** Ask students to work in groups and to follow the instructions in the task. Students present their work to the rest of the class.

## Mardi grass (p. 114-115.)

**1 /p. 115** Ask students to read the text and to mark the sentences true or false. **(Answers: 1 – F, 2 – T, 3 – F, 4 – F, 5 – T, 6 – F.)**

**2 /p. 115** Explain the task. Students work in pairs.

**3 /p. 115 PERSONAL PROJECT** Ask students to work in groups and to follow the instructions in the task. Students present their work to the rest of the class.

## Kwanzaa (p. 116-117.)

**1 /p. 117** Ask students to read the text and to choose the right answer. **(Answers: 1 – b, 2 – a, 3 – b, 4 – b, 5 – b.)**

**2 /p. 117 PERSONAL PROJECT** Ask students to work in groups and to follow the instructions in the task. Students present their work to the rest of the class.

## Flag Day (p. 118-119.)

**1 /p. 119** Ask students to read the text and to complete the information. **(Answers: 50 stars representing the states of the union, the blue background represents the sky, the red stripes represents valour, courage and hardiness, white stripes represent innocence and purity.)**

**2 /p. 119** Explain the task. Students work in pairs.

**3 /p. 119 PERSONAL PROJECT.** Ask students to work in groups and to follow the instructions in the task. Students present their work to the rest of the class.

## Trooping the Colour (p. 120-121.)

**1 /p. 121** Ask students to read the text and to mark the sentences *right*, *wrong* or *doesn't say*. **(Answers: 1 – R, 2 – R, 3 – W, 4 – DS, 5 – F, 6 – DS.)**

**2 /p. 121** Explain the task. Students work in pairs.

**3 /p. 121 PERSONAL PROJECT.** Ask students to work in groups and to follow the instructions in the task. Students present their work to the rest of the class.

## The Big Cheese Festival (p. 122-123.)

**1 /p. 123** Ask students to read the text and to answer the questions. **(Answers: 1 – It celebrates the history, heritage and culture of Caerphilly. 2 – It takes place in the last weekend in July. 3 – People can listen to music, taste cheese and exotic food, drink wine and liqueurs. 4 – The Great Cheese Race. 5 – There are re-enactment displays, toe-tapping blues and folk music, educational activities, street entertainers.)**

**2 /p. 123** Explain the task. Students work in pairs.

**3 /p. 123 PERSONAL PROJECT.** Ask students to work in groups and to follow the instructions in the task. Students present their work to the rest of the class.

# Final revision 1 (p. 130-131.)

## Vocabulary (p. 130.)

Ask students to read the definitions and to complete the crossword. (**Answers: 1 – climb, 2 – cruel, 3 – electrician, 4 – cold, 5 – mouse, 6 – save, 7 – lift, 8 – lifeguard, 9 – funny, 10 – vet, 11 – temperature, 12 – lazy, 13 – pay, 14 – headache, 15 – sit, 16 – architect, 17 – speakers.**)

## Grammar (p. 131.)

**1** **/p. 131** Ask students to use the verbs given to complete the sentence in present tense simple. (**Answers: 1 – lives, 2 – are, 3 – paint, 4 – visit, 5 – has got, 6 – produces.**)

**2** **/p. 131** Ask students to complete the text with the present simple or continuous form of the verbs in brackets. (**Answers: 1 – works, 2 – is looking, 3 – is, 4 – is not drawing, 5 – is not going, 6 – loves.**)

**3** **/p. 131** Ask students to order the words to write questions and then to give short answers. (**Answers: 1 – Is your brother having a good time? Yes, he is. 2 – Are you looking for wild fruit? Yes, I am/we are. 3 – Is she feeling well? Yes, she is. 4 – Are your classmates having a party? No, they aren't. 5 – Am I sleeping in a tent? No, you aren't/I am not. 6 – Are they going to the seaside? No, they aren't.**)

**4** **/p. 131** Ask students to complete the gaps with a question word. (**Answers: 1 – what, 2 – where, 3 – what, why, 4 – how, 5 – who/where, 6 – when.**)

**5** **/p. 131** Ask students to complete the sentences with the correct form of the words in brackets. (**Answers: 1 – am eating, 2 – are having, 3 – are… hiking, 4 – am studying, 5 – am studying, 6 – are buying.**)

**6** **/p. 131** Explain the task. Check students' answers. (**Answers: 1 – C, 2 – U/a cup of coffee, 3 – C, 4 – C, 5 – C, 6 – U/a packet of pasta, 7 – C, 8 – C, 9 – U/a loaf of bread, 10 – U/a packet of, 11 – U/ a carton of milk, 12 – U/ a bottle of juice, 13 – U/ a kilo of meat, 14 – C, 15 – C, 16 – C.**)

**7** **/p. 131** Explain the task. Students check in pairs.

# Final revision 2 (p. 132-133.)

## Vocabulary (p. 132.)

Play the game. Ask the students to throw the dice and to fill in the gaps with the right word. If a student does not know the word, they go one picture back. **(Answers: 1 – electrician, 2 – mouse, 3 – lift, 4 – life, 5 – vet, 6 – lazy, 7 – headache, 8 – headphones, 9 – save, 10 – temperature, 11 – sit, 12 – loyal.)**

## Grammar (p. 133.)

1 **/p. 133** Ask students to complete the text with the verbs in brackets. **(Answers: 1 – was, 2 – broke, 3 – spent, 4 – started, 5 – became, 6 – married, 7 – died, 8 – didn't have.)**

2 **/p. 133** Ask students to complete the sentences with the past simple form of the verbs in brackets. **(Answers: 1 – became, 2 – landed, 3 – walked, stayed 4 – listened, watched, 5 – was, told, didn't believe, 6 – returned.)**

3 **/p. 133** Ask students to write sentences using the comparative or the superlative form of the adjectives. **(Answers: 1 – prettier, 2 – the best, 3 – the biggest, 4 – better, 5 – the most intelligent, 6 – more.)**

4 **/p. 133** Ask students to read the sentences and to correct them if necessary. **(Answers: 1 – horse's tail, 2 – doctors' offices, 3 – the students' books, 4 – the babies' toys, 5 – Mrs Sally's hat, 7 – my sister's dress.)**

5 **/p. 133** Explain the task. Check students' answers. **(Answers: 1 – a glass of milk, 2 – my friend's bike, 3 – the widow of the room, 4 – Mr Smith's car, 5 – the head teacher's office, 6 – the number of the house.)**

6 **/p. 133** Explain the task. Students work in pairs and then present their final work to the class.

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