

Barabaș Valentina

Oana Băjenaru

Laura Stanciu

Limba modernă 1 Engleză. Clasa a VII-a

Ghidul profesorului



Laura Stanciu

Valentina Barabaş

Oana Băjenaru

ENGLEZĂ

Ghidul profesorului clasa a VII-a

L1

pag. tehnică



Starter module

(p. 8-10)

Introductions

- 1 p. 8 Ask students to look at the picture and describe the people in it. Ask questions such as: How old do you think the boy/ girl is? or Do you think they are friends or relatives? Ask students to look at the picture, read and tell the names. (**Answers:** a. girl on the left: Megan, b. girl on the right: Rita, c. boy: Dan)
- 2 p. 8 Play the recording and ask students to listen and choose the correct words. (**Answers:** 1. – 15, 2. – computer games, 3. – 14, 4. – swimming)
- 3 p. 8 Ask students to look at the previous examples and introduce themselves to a friend. (**Answers: Students' own answers**) Monitor the activity, offer feedback and provide examples if necessary.

Vocabulary

- 4 p. 8 Ask students to read the adjectives and match them with their opposites. (**Answers:** 1 – c, 2 – d, 3 – e, 4 – b, 5 – f, 6 – a)
- 5 p. 8 Ask students to read the words and choose the odd one out. Tell students to pay attention to what the things in each list have/don't have in common. (**Answers:** 1. chemist, 2. mountain, 3. football, 4. snow, 5. knee, 6. sofa)

- 6 p. 8 Ask students to add one more word to each group in exercise 5. Write the possible answers on the blackboard.
(Answers: Students' own answers.)
- 7 p. 9 Ask students to read the sentences and choose the correct words.
(Answers: 1. camp, 2. fish, 3. sleep, 4. build, 5. look for)
- 8 p. 9 Ask students to copy the table in their notebooks and complete it with the words in the box and identify the words which can be used for both males and females. **Answers:**

<i>male</i>	<i>female</i>
brother	sister
father	mother
son	daughter
uncle	aunt
grandad	grandmother
husband	wife
nephew	niece
cousin	cousin

- 9 p. 9 Ask students to read the sentences and complete them with words from exercise 8. (**Answers:** 1. aunt, 2. sister, 3. son, 4. cousin, 5. niece)
- 10 p. 9 Ask students to read the sentences and complete them with words from the box. (**Answers:** 1. A vet, 2. A mechanic, 3. An engineer, 4. A sportsperson, 5. An electrician)

- 11** p. 9 Ask students to read and match the jobs in exercise 10 with the places.

(Answers: 1. an architect – an office, 2. a vet – an animal hospital, 3. a mechanic – a car service, 4. an engineer – an office, 5. a sportsperson – a swimming pool, 6. an electrician – a factory)

Ask students to make sentences using the words. (Suggested answers:
1. An electrician works in a factory.
2. A sportsperson trains in a swimming pool. 3. A mechanic repairs cars at a car service. 4. An engineer works in an office. 5. An architect works in an office.)

- 12** p. 9 Ask students to work in pairs and to ask and answer questions about jobs.
(Answers: Students' own answers.)

Grammar

- 1** p. 9 Ask students to read the sentences and choose the correct words. (Answers: 1. Has, 2. is, 3. goes, 4. doesn't, 5. live, 6. my, 7. are, 8. study, 9. Do)

- 2** p. 9 Ask students to read the words in the box and identify the countable and uncountable nouns. Remind students that countable nouns are for things we can count using numbers and they have a singular and a plural form – and uncountable nouns cannot be counted with numbers and they can refer to liquids, powders, abstract ideas.

Answers:

Countable nouns	Uncountable nouns
apple	bread
tomato	money
fruit	chocolate
grape	water
	milk
	juice

- 3** p. 9 Ask students to add more words to each list. **Suggested answers:**

Countable nouns	Uncountable nouns
orange	sugar
banana	honey
chair	flour
bed	rice
wall	butter
desk	music
book	love
notebook	advice
schoolbag	information
pencil	news
flower	furniture
tree	luggage

- 4** p. 9 Ask students to look at the picture and compete the sentences. Tell students to pay attention and notice the differences between affirmative and negative sentences. (Answers: 1. aren't, 2. isn't, 3. is, 4. isn't, 5. are)

- 5** p. 9 Ask students to read the sentences and choose the correct words.
(Answers: 1. go, 2. live, 3. love, 4. likes, 5. 'm getting ready, 6. 'm doing)

- 6** p. 10 Ask students to read the sentences, notice the mistakes and correct them. (Answers: 1. Dan and Megan *are* friends. 2. Rita's favourite sport *is* swimming. 3. Megan *lives* with her parents in Reading. 4. Rita *doesn't* like tennis. 5. Dan and Rita *don't go* to the same school. 6. *Does* Dan like playing football? 7. *Has* Megan got any brothers and sisters? 8. Beth is Dan's best friend and *his* sister too.)

- 7** p. 10 Ask students to read the sentences and complete them with the comparative form of the adjectives in brackets. Remind students the differences between long and short adjectives. (Answers: 1. more difficult, 2. bigger, 3. better, 4. more sociable, 5. lazier, 6. more talkative)
- 8** p. 10 Ask students to read the words in the box and complete the questions. (Answers: 1. What, 2. How, 3. Where, 4. Who, 5. Why, 6. When)
- 9** p. 10 Ask students to read the questions in exercise 8 again and match them with the correct answers. (Answers: 1. b), 2. a), 3. f), 4. e), 5. c), 6. d)
- 10** p. 10 Ask students to answer the questions in exercise 8. (Answers: Students' own answers.)
- 11** p. 10 Ask students to write questions using the words given. (Answers: 1. Can you swim? 2. Does your best friend like chocolate? 3. Have you got any pets? 4. Is there a computer in your bedroom? 5. Are there any good shops where you live? 6. Can you speak French?)
- 12** p. 10 Ask students to work in pairs and to ask and answer the questions in the previous exercise. (Answers: Students' own answers.)
- 13** p. 10 Ask students to read and match the questions with the answers. (Answers: 1. e), 2. g), 3. f), 4. c), 5. d), 6. b), 7. a)

Module

1

Free time

(p. 11-22)

Unit
1a

Free time activities

(p. 12-17)



Vocabulary

- 1** p. 12 Ask students to look at the pictures and say what the people are doing. Tell students to read the words in the box and match each picture with the activities. (Answers: Picture 1: play tennis, Picture 2: do voluntary work, Picture 3: play computer games, Picture 4: play an instrument)
- 2** p. 12 Play the recording and ask students to listen and repeat.
- 3** p. 12 Ask students to read the sentences and complete them with words and phrases in exercise 1. (Answers: 1. learn, 2. make models, 3. play tennis/ go to the gym, 4. do voluntary work, 5. go out for a meal, 6.chat online/ play computer games)
- 4** p. 12 Play the recording and ask students to listen to Megan and Dan and find out Megan's favourite free-time activity. (Answer: going to her youth group)
- 5** p. 12 Ask students to work in pairs and to ask and answer the question. Tell students to use the words in exercise 1, as well as their own ideas. (Answers: Students' own answers.)



Reading

- 6** p. 12 Ask students to look at the title of the text and predict what it is about. (Answer: b)
- 7** p. 12 Play the recording and ask students to listen and identify the free-time activities the writer talks about. (Possible answers: relax, music lesson, do voluntary work, play tennis, go to a computer class, play an instrument, go to a youth group, help at an animal refuge, learn languages, go out, do a play, go to guitar classes, basketball club, watch TV.)
- 8** p. 13 Ask students to read the text and choose the correct words. (Answers: 1. imagining, 2. Almost two-thirds, 3. parents and friends, 4. does a lot of activities, 5. should enjoy their)
- 9** p. 13 Ask students to read the words and match. Tell students to look at the text in order to check their answers. (Answers: 1. b), 2. a), 3. e), 4. c), 5. d)
- 10** p. 13 Class vote. Ask students to say if it is a good idea to learn new things outside school. Tell students to sustain their point of view with relevant reasons and examples. (Answers: Students' own answers.)

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present tenses

1 p. 14 Ask students to read the sentences in the table and find other examples of present simple in the text on page 13. (Answers: come, they're, don't relax, have, has, does, prepares, does, plays, studies, eats, goes, does this sound, it's, do, volunteer, help, want, is, get, I'm, go, watch, don't have.)

2 p. 14 Ask students to read the rule for when we use present simple and complete it with the correct words. (Answer: habits and routines.)

Adverbs of frequency

3 p.14 Ask students to copy and complete the table with the frequency adverbs in the box. (Answers: 1. never, 2. sometimes, 3. always)

4 p. 14 Ask students to read the sentences in the table carefully and complete the rules for the position of adverbs of frequency. (Answers: a. before, b. after)

5 p. 14 Ask students to read the sentences and complete them with the adverbs of frequency and the correct form of the verbs in brackets. (Answers: 1. usually meets, 2. are sometimes, 3. hardly ever listen, 4. never goes, 5. always drive, 6. often volunteer, 7. sometimes goes)

6 p. 14 Ask students to work in pairs and write five questions beginning with *How often*. Tell students to ask and answer the questions. (Answers: Students' own answers.)

7 p. 14 Ask students to read the sentences in the table and choose the correct words to complete the rule for when we use the present continuous. (Answer: actions happening now.)

Time expressions

8 p. 14 Ask students to copy and complete the table with time expressions for the present simple and the present continuous. **Answers:**

<i>Present simple</i>	<i>Present continuous</i>
usually	at the moment
twice a week	now
often	this week
always	

9 p. 14 Ask students to read the sentences and complete them with the correct form of the verbs in brackets. (Answers: 1. play, 2. does, 3. are drawing, 4. plays, 5. am chatting, 6. relax, 7. go, 8. am going)

10 p. 15 Ask students to read the sentences and complete them with the correct form of the verbs in brackets. (Answers: 1. Is learning/ isn't studying; 2. doesn't usually play/ goes; 3. aren't doing/ are relaxing; 4. don't meet/ see)

11 p. 15 Ask students to read the text and choose the correct words. (Answers: 1. are, 2. share, 3. travels, 4. doesn't make, 5. has, 6. practises, 7. lives, 8. goes)

12 p. 15 Ask students to write questions using the present simple or the present continuous. (Answers: 1. What do you usually do at the weekend? 2. How often do you watch films? 3. Where do you usually meet your friends? 4. What are you doing now? 5. What are you wearing at the moment? 6. Are you listening to music now?)

13 p. 15 Ask students to work in pairs and to ask and answer the questions in the previous exercise. (Answers: Students' own answers.)



Listening

Sport

- 14** p. 15 Ask students to look at the pictures and answer the questions. (Possible answers: 1. The sports are tennis and running. 2. People play tennis on a tennis court and they run on a racing track. 3. For tennis you need a tennis ball and a tennis racket and for running you need running shoes. 4. Students' own answers)
- 15** p. 15 Play the recording and ask students to listen and choose the correct answers. (Answers: 1. 13, 2. running, 3. always, 4. well, 5. weekend)
- 16** p. 15 Play the recording again and ask students to listen and decide if the sentences are true or false. Tell students to correct the false sentences. (Answers: 1. False – Ben often goes running. 2. False – Ben doesn't play tennis every day./ Ben goes running every day. 3. True 4. False – Ben goes running when he feels stressed. 5. False – Ben and his friends usually talk about any problems.)



Speaking

At home

- 1** p. 16 Ask students to look at the picture and answer the questions. (Answers: Students' own answers.)
- 2** p. 16 Play the recording and ask students to listen and choose the correct answers. (Answers: 1. isn't, 2. tennis, 3. raining)

3 p. 16 Play the second part of the recording and ask students to listen and say which film they decide to watch. (Answer: *Avatar*)

- 4** p. 16 Play the recording and ask students to listen again and repeat the dialogue.
- 5** p. 16 Ask students to read the dialogue and order the words. (Answers: 1. Do you fancy playing a computer game? 2. No, let's listen to some music instead. 3. Do you fancy listening to my Lady Gaga CD? 4. Let's listen to the new Gorillaz CD instead. 5. OK, good idea.)
- 6** p. 17 Ask students what information they know about the Olympic Games. Tell them to make a personal project: students should make a slogan to promote an Olympic discipline and invite people to practise it at the weekend. Ask students to present their work to the class.



Culture

Famous sporting events

- 7** p. 17 Play the recording and ask students to listen, read and answer the questions. (Answers: 1. Wimbledon is a famous tennis championship. It takes place in London in the last week of June and the first week of July. 2. Suggested answers: It is surprising that people eat 112,000 boxes of strawberries. / It is surprising that more than 500 million people watch the competition in 185 different countries.)
- 8** p. 17 Ask students what information they know about sporting events in their country. (Answers: Students' own answers.)

**Unit
1b**

Character adjectives

(p. 18-21)

funny
confident
lazy
shy
quiet
honest

Vocabulary

- 1** p. 18 Ask students to look at the pictures and choose the correct adjectives. (Answers: 1. adventurous, 2. talkative, 3. friendly, 4. generous, 5. energetic, 6. funny, 7. shy, 8. honest)
- 2** p. 18 Play the recording and ask students to listen and repeat the words. Tell students to pay attention to the pronunciation of the words.
- 3** p. 18 Ask students to read the sentences and complete them with the correct adjective in exercise 1. (Answers: 1. adventurous, 2. friendly, 3. generous, 4. selfish, 5. talkative, 6. confident, 7. funny)
- 4** p. 18 Ask students to work in pairs and decide which of the adjectives in exercise 1 describes them. Encourage students to motivate their answers.



Reading

- 5** p. 18 Ask students to look at the pictures and try to guess which celebrity does each hobby.
- 6** p. 18 Play the recording and ask students to listen and check their answers.
- 7** p. 18 Ask students to read the text again and answer the questions. (Answers: 1. Robert Pattison plays the piano and the guitar. 2. Nicole Kidman is very keen on doing sports and she often goes skydiving. 3. Ronaldinho's hobby is not related to his job: he is

a football player and his hobby is singing karaoke. 4. Fernando Alonso does magic in his free time. 5. Alex Rodriguez is a top baseball player.)

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Grammar

Subject-predicate agreement

- 8** p. 19 Ask students to read the sentences and complete them with the correct form of the verbs, singular or plural. (Answers: 1. is, 2. don't, 3. is, 4. aren't, 5. wasn't, 6. isn't)
- 9** p. 19 Ask students to read the sentences and complete them with the correct form of the verbs in brackets. (Answers: 1. order, 2. is, 3. expect, 4. are, 5. is, 6. has, 7. is, 8. lacks)



Writing

A personal profile

- 1** p. 20 Play the recording and ask students to listen, read and answer the questions. (Answers: 1. Tom goes to Park Lane Secondary School. Tom's hobbies are learning the guitar and listening to music. 3. Tom likes reggae and rap. 4. Tom doesn't go out during the week because he is usually busy with homework. 5. At the weekend he usually meets his friends and they watch DVDs or play computer games.)
- 2** p. 20 Ask students to read the language focus, translate the words in bold, then find examples in the text. (Answers:

I enjoy talking to them because they often tell you really interesting stories about their lives. I love playing football, although I don't like watching sports on TV. I'm usually busy with homework, so I don't go out often during the week.)

- 3 p. 20 Ask students to read the sentences and complete them with so, because and although. (Answers: 1. so, 2. although, 3. so, 4. because, 5. although)

Progress check

- 1 p. 22 Ask students to read and match to make activities. (Answers: 1. f), 2. b), 3. h), 4. a), 5. d), 6. c), 7. e), 8. g)
- 2 p. 22 Ask students to read the sentences and complete them with the words in the box. (Answers: 1. generous, 2. cautious, 3. funny, 4. talkative, 5. lazy)
- 3 p. 22 Ask students to read and make sentences using the present simple or the present continuous. (Answers:
1. Sally uses the computer every day.
2. Jamie is playing a computer game at the moment. 3. I am not relaxing now. 4. She doesn't play the guitar on Friday. 5. We study English three times a week. 6. They don't do sports at the weekend.)

4 p. 22 Ask students to read and complete the question using the present simple or the present continuous form of the verbs in brackets. (Answers: 1. How often do you go shopping? 2. Are you watching TV at the moment? 3. What are your friends doing now? 4. Does your teacher usually speak English in class? 5. Do you always do your homework in your bedroom? 6. Are you relaxing now?)

- 5 p. 22 Ask students to read and choose the correct form of the verb, singular or plural. (Answers: 1. they are, 2. are, 3. was, 4. are, 5. wants, 6. is)
- 6 p. 22 Ask students to read and choose the correct words. (Answers: 1. don't live, 2. go, 3. 'm studying, 4. do I usually do, 5. go, 6. meeting, 7. drawing, 8. at)

Module

2

Technology

(p. 23-34)

Unit
2a

IT activities

(p. 24-29)



Vocabulary

- 1 p. 24 Ask students to look at the picture and try to name the equipment.
(Answers: 1. game console, 2. printer, 3. tablet/ iPad, 4. flatscreen TV, 5. charger, 6. mobile phone, 7. mp3 player, 8. digital camera, 9. memory stick, 10. laptop)
- 2 p. 24 Ask students to look at the picture again and say what they could do with the equipment in the picture. (Answers: take a digital photo – digital camera, mobile phone, tablet; play a video game – games console, laptop, tablet, mobile phone; make a phone call – mobile phone; scan a photo – printer, scanner; send an email: laptop, tablet, mobile phone; store data – memory stick, laptop; go online – laptop, tablet, mobile phone; print a document – printer; charge a mobile phone – charger; post a comment – laptop, tablet, mobile phone; download/ upload a video clip – laptop, tablet, mobile phone; write a blog – laptop, tablet, mobile phone; read an e-book – tablet, laptop, mobile phone; plug in a memory stick – laptop, tablet, mobile phone)

- 3 p. 24 Play the recording and ask students to listen and repeat the words. Tell students to pay attention to the pronunciation of the words.
- 4 p. 24 Ask students to read the sentences and choose the correct words. (Answers: 1. charge, 2. stores, 3. upload, 4. post, 5. send, 6. print, 7. iPad)
- 5 p. 24 Play the recording and ask students to listen and answer the question. (Answer: Dan watches TV four or five hours a week.)
- 6 p. 24 Ask students to work in pairs and to have short dialogues in order to ask and answer the questions. (Answers: Students' own answers.)



Reading

- 7 p. 25 Ask students to read the introduction and say what the text is about. (Answer: b)
- 8 p. 25 Play the recording and ask students to listen, read and say how many pieces of equipment Sam has in his room. (Answer: flatscreen TV, desktop computer, laptop, memory stick, printer/scanner, computer games, mobile phone, electric guitar, mp3 player)

- 9** p. 25 Ask students to read the text again, decide if the sentences are true or false and correct the false information. (Answers: 1. False – Sam watches TV in bed., 2. True, 3. False – Sam doesn't buy many games now, but sometimes he downloads them., 4. False – He uses the camera on his phone to take pictures., 5. False – He plays the electric guitar in a band., 6. True)

- 10** p. 25 Ask students to find the words in the text and match them with the correct definitions. (Answers: 1. e), 2. c), 3. d), 4. a), 5. b)

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Grammar

Past simple

- 1** p. 26 Ask students to read the sentences in the table and identify the right forms.
- 2** p. 26 Ask students to read the questions and complete them with *was* or *were*. (Answers: 1. *was*, 2. *were*, 3. *were*, 4. *was*, 5. *were*)
- 3** p. 26 Ask students to read and match the answers to the questions in exercise 2. (Answers: 1. e), 2. d), 3. a), 4. b), 5. c)
- 4** p. 26 Ask students to work in pairs and to ask and answer the questions in exercise 2. (Answers: Students' own answers.)

Regular and irregular verbs

- 5** p. 26 Ask students to read the sentences in the table and write short answers for the questions. (Answers: 1. Yes, he did. 2. Yes, he did. 3. No, he didn't.)

- 6** p. 26 Ask students to copy and complete the table with the verbs in the box and to add its past simple form.

Regular	Irregular
decide	see
realize	buy
learn	think

- 7** p. 26 Ask students to look at the text on p. 25 again and add the verbs to the table.

Regular	Irregular
pass	have
watch	find
use	be
store	tell
connect	give
transfer	get
play	buy
download	keep
earn	make
save	send
form	take
upload	write
plan	lose
perform	put
listen	

- 8** p. 26 Ask students to read the list of things and write what Sam did/ didn't do. (Answers: He uploaded some photos., He bought a memory stick., He didn't play a new computer game., He downloaded two music files., He didn't post comments on his blog.)

Pronunciation

Word stress

- a** p. 26 Play the recording and ask students to copy and complete the table with the words in the box.

1 syllable	2 syllables
share	download
charge	comment

3 syllables	4 syllables
digital	energetic
document	

- b** p. 26 Play the recording again and ask students to listen, check and mark the stress.
- c** p. 26 Play the recording and ask students to listen and add the words to the table.

1 syllable	2 syllables
	online
	data

3 syllables	4 syllables
video	championship
memory	adventurous
musical	

- 9** p. 27 Ask students to read the words in the box and use them or their own ideas to write six questions about last weekend. (Answers: Students' own answers.)
- 10** p. 27 Ask students to work in pairs and to ask and answer the questions they wrote for the previous exercise.
- 11** p. 27 Ask students to read the text and complete it with the past form of the verbs in brackets. (Answers: 1. wasn't, 2. weren't, 3. were, 4. developed, 5. became, 6. got)



Listening

A social network

- 12** p. 27 Ask students to read the questions in exercise 13 and check the meaning of the unknown words. Offer definitions and examples if necessary. Ask students to try to guess the answers.
- 13** p. 27 Play the recording and ask students to listen, read and choose the correct answers. (Answers: 1. c), 2. c), 3. b), 4. a), 5. a), 6. b)



Speaking

Out shopping

- 1** p. 28 Ask students to look at the picture of Rita and Megan and guess what they are going to buy. (Answers: Students' own answers.)
- 2** p. 28 Play the recording and ask students to listen to Rita and Megan's conversation and answer the questions. (Answers: 1. Megan has got £100., 2. Megan is going to buy a mobile phone.)
- 3** p. 28 Play the recording and ask students to listen to Megan's conversation with the assistant and answer the questions. (Answers: 1. Yes, it has./Yes, the phone has got a camera. 2. Megan pays £50.)
- 4** p. 28 Play the recording and ask students to listen, read and check their answers. (Answers: 1. £50, 2. Yes, 3. £200, 4. £50)
- 5** p. 28 Play the recording and ask students to listen again and repeat the dialogue.

- 6** p. 28 Ask students to order the words to make questions and answers. (Answers:
1. Can I help you? 2. I'm looking for a new mobile phone. 3. Can I see that one? 4. How much is it? 5. That's £35.99, please.)



Culture

Famous inventions and inventors

- 7** p. 29 Play the recording and ask students to listen, read and answer the

questions. (Answers: 1. Bell first invented something when he was just 12. 2. Bell was interested in sound because his mother became deaf when he was a child.)

- 8** p. 29 Ask students to think about how people use mobile phones in Romania and answer the questions. (Answers: Students' own answers.)

Unit
2b

Jobs

(p. 30-33)

artist
doctor
actor
builder
fireman

Vocabulary

- 1** p. 30 Ask students to look at the pictures and match them with the jobs in the box. (Answers: 1. scientist, 2. policewoman, 3. builder, 4. electrician, 5. lawyer, 6. journalist, 7. fireman, 8. actor)
- 2** p. 30 Play the recording and ask students to listen and repeat the words. Tell students to pay attention to the pronunciation of the words.
- 3** p. 30 Ask students to read the sentences and complete them with Jobs in exercise 1. (Answers: 1. doctor, 2. builder, 3. postman, 4. artist, 5. researcher, 6. politician)
- 4** p. 30 Ask students to look at the jobs and find work-related verbs and nouns. (Answers: electrician → electricity (noun), postman → post (verb)/ post (noun), policewoman → police (noun),

journalist → journalism (noun), researcher → research (noun), actor → act (verb), lawyer → law (noun), technician → technology (noun), fireman → fire (noun), politician → politics (noun), scientist → science (noun).

- 5** p. 30 Ask students to look at the jobs and put them into five groups.

<i>-man/woman</i>	<i>-er</i>	<i>-ist</i>
postman	researcher	artist
policewoman	builder	scientist

<i>-ian</i>	<i>-or</i>
electrician	actor
technician	

- 6** p. 30 Class vote. Ask students to vote and say which jobs are easy/ hard/ dangerous/ fun. Tell students to sustain their point of view with relevant reasons and examples. (Answers: Students' own answers.)



Reading

- 7** p. 30 Ask students to read the text and find out how Martin became blind. (Answer: Martin became blind because he had a terrible accident when he was working as a builder.)
- 8** p. 30 Play the recording and ask students to listen, read and answer the questions. (Answers: 1. Doctors implanted one of Martin's teeth in his eye. 2. The first person Martin saw was his wife, Gill. 3. Yes, scientists think they can use the technology for other blind people.)

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Grammar

Past continuous

- 9** p. 31 Ask students to read the sentences and complete them with the past continuous form of the verbs in brackets. (Answers: 1. was not writing/ was watching, 2. were looking/ weren't preparing, 3. wasn't listening/ was chatting, 4. was waiting/ wasn't using, 5. were sleeping/ weren't eating)
- 10** p. 31 Ask students to write questions about what was happening when Beth arrived. (Answers: 1. Were her parents preparing a meal when she arrived? 2. Was Lisa chatting online when Beth arrived? 3. Was Lisa listening to music when she arrived? 4. Was Jed using the computer when Beth arrived? 5. Were Sammy and Fifi sleeping when she arrived?)

11 p. 31 Ask students to work in pairs and to ask and answer the questions in exercise 10. (Answers: Students' own answers.)

12 p. 31 Ask students to read the text and complete it with the past continuous or past simple form of the verbs in brackets. (Answers: 1. was writing, 2. was trying, 3. looked, 4. wasn't looking, 5. was talking, 6. wasn't buying, 7. searched)

13 p. 31 Ask students to work in pairs and to have short dialogues in order to ask and answer the questions. (Answers: Students' own answers.)



Writing

A thank-you letter

1 p. 32 Play the recording and ask students to listen, read and answer the questions. (Answers: 1. Lisa didn't write before because she was very busy at school. 2. Her birthday present was an mp3 player. 3. Last weekend Lisa uploaded all her favourite songs. 4. Some of Lisa's friends came round and they had pizza. Lisa's dad made her a birthday cake. Then they all went to the cinema.)

2 p. 32 Ask students to read the expressions in the box and copy the sentences under the three headings. Beginning a letter: (My) Dear cousin/ Alex, How are you? I hope you're well. Saying thank you: It was exactly what I wanted!; I'm writing to thank you for...; Thanks a lot / very much for my present.; I really like it / them. Ending a letter: Lots of love, All the best, Hope to see you soon.

- 3** p. 32 Ask students to order the words to make sentences. (Answers:
1. I'm writing to thank you for my birthday present. 2. Thanks a lot for my digital camera. 3. It was exactly what I wanted. 4. Hope to see you soon. 5. Lots of love, Paul.)



Progress check

- 1** p. 34 Ask students to read and complete the phrases with vowels. (Answers: 1. play a video game, 2. post a comment, 3. charge a mobile phone, 4. go online, 5. send an email)
- 2** p. 34 Ask students to read the sentences and complete them with the correct jobs. (Answers: 1. researcher, 2. builder, 3. scientist, 4. journalist, 5. actor)
- 3** p. 34 Ask students to read the sentences and complete them with the correct form of *to be*. (Answers: 1. was, 2. were, 3. were/ was, 4. was/ was/ was, 5. was)
- 4** p. 34 Ask students to read Rita's list of things to do yesterday and write questions. (Answers: 1. Did Rita send a text message to Sue? 2. Did Rita chat online to Mike? 3. Did Rita download a song? 4. Did Rita play a computer game? 5. Did Rita post a comment? 6. Did Rita write her blog?)

- 5** p. 34 Ask students to look at the list in exercise 4 again and write answers to their questions.(Answers: 1. No, she didn't. 2. Yes, she did. 3. No, she didn't. 4. Yes, she did. 5. No, she didn't. 6. Yes, she did.)
- 6** p. 34 Ask students to write questions using the past continuous and then answer the questions so they are true for them. (Answers: 1. What were you doing at 10 pm last night? 2. What were your parents doing at 3pm on Sunday? 3. Were you and your friend watching a DVD at 9pm yesterday? 4. Was your friend sleeping at 10am this morning? 5. What were your friends doing five minutes ago?)

- 7** p. 34 Ask students to read the text and choose the correct words. (Answers: 1. were, 2. couldn't, 3. installed, 4. stopped, 5. was travelling, 6. connected, 7. started, 8. use)

Module **3**

Strange but true!

(p. 35-46)



3a Prepositions

(p. 36-41)



Vocabulary

- 1** p. 36 Play the recording and ask students to listen and repeat the prepositions.
- 2** p. 36 Ask students to decide which prepositions are opposites and to write them in pairs. (**Answers:** under – over, towards – away from, into – out of, up – down, across – along, round – through)
- 3** p. 36 Ask students to read the text and choose the correct words. (**Answers:** 1. out of, 2. down, 3. up, 4. into, 5. under, 6. over, 7. towards, 8. away from)
- 4** p. 36 Play the recording and ask students to listen to Dan, Rita and Megan and find out their superstitions. (**Answers:** Dan always walks away from black cats and he never dives into a swimming pool first. Rita never walks under ladders. Megan jumps over lines in the road, she doesn't walk on them.)
- 5** p. 36 Ask students to work in pairs and to have short dialogues in order to ask and answer the questions. (**Answers:** Students' own answers.)



Reading

- 6** p. 36 Ask students to look at the words and say if they relate to text A or B. (**Answers:** Students' own answers.)
- 7** p. 36 Play the recording and ask students to listen, read and check their answers. (**Answers:** millionaire – A ; hospital – B ; ant – B ; dive – A)
- 8** p. 37 Ask students to read text A again and say if the sentences are true or false. (**Answers:** 1. F, 2. T, 3. F)
- 9** p. 37 Ask students to read text B again and order the events. (**Answers:** 1-b, 2-e, 3-a, 4-g, 5-d, 6-c, 7-f)
- 10** p. 37 Ask students to find words 1–4 in the texts and then match them with definitions a–d. (**Answers:** 1. – c, 2. – b, 3. – d, 4. – a)



Grammar

Past simple vs. past continuous

- 1** p. 38 Ask students to look at the sentences in the table and match them with timelines a and b. (**Answers:** sentence 1 – a; sentence 2 – b.)

- 2** p. 38 Ask students to read and complete the rules with past simple or past continuous. (Answers: 1. Past continuous, 2. Past simple)
- 3** p. 38 Ask students to read the text and choose the correct words. (Answers: 1. went, 2. got, 3. survived, 4. found, 5. was hiding, 6. didn't recognize)
- 4** p. 38 Ask students to read the text in exercise 3 again and answer the questions. (Answers: 1. Brennan went to Scout Camp last summer. 2. When he went for a walk, he got lost in the woods. 3. He survived for four days alone in the woods. 4. When rescuers found him, he was hiding in a tree. 5. Brennan was hiding because he didn't recognize them.)

Pronunciation

Sentence stress

- a** p. 38 Play the recording and ask students to listen and repeat the sentences and say which syllables are stressed. Tell students to pay attention to the pronunciation of the words/ sentences. (Answers: 1. He was watching a film. 2. They were listening to music. 3. He wasn't hiding in the woods. 4. Was he talking to David?)
- b** p. 38 Play the recording and ask students to listen and repeat the sentences.
- 5** p. 38 Ask students to look at the sentences in the table again and answer the questions. (Answers: 1. He was running away. 2. The bear attacked. 3. past continuous, 4. past simple)
- 6** p. 39 Ask students to read and complete the sentences with the correct form of the verbs in brackets and then rewrite the sentences

changing *when* and *while*. (Answers: 1. were playing/ saw – The children were playing when they saw a snake. 2. were sailing/ was – They were sailing along the coast when there was a storm. 3. was flying/ saw – While the plane was flying over the area, the pilot saw the explorers. 4. arrived/ were looking – The rescuers were looking for the lost girl when I arrived. 5. had/ was driving – I was driving home when I had an accident. 6. met/ was walking – While I was walking in the park, I met Hannah.)

- 7** p. 39 Ask students to read and write questions with the past simple or past continuous form of the verbs. (Answers: 1. What were you doing at 5pm yesterday? 2. What were your friends doing when you saw them this morning? 3. What was your friend doing when the English teacher arrived today? 4. Did you use a dictionary while you were doing your last English homework? 5. What were you thinking about when the class started? 6. What did you watch on DVD last night?)
- 8** p. 39 Ask students work in pairs and ask and answer the questions in exercise 7. (Answers: Students' own answers.)



Listening

Shark attack!

- 9** p. 39 Ask students to look at the pictures and the words in the box and guess what the news report is about. (Answer: Students' own answers.)
- 10** p. 39 Play the recording. Ask students to listen and check their answers.

- 11** p. 39 Play the recording again and ask the students to say if the sentences are true or false. Ask students to correct the false sentences. (Answers: 1. FALSE – Lydia was bodyboarding when the shark attacked. 2. FALSE – The shark was very big – it was 3 metres long. 3. TRUE, 4. FALSE – Lydia hit the shark on the head with her bodyboard. 5. TRUE, 6. FALSE – Lydia isn't planning to swim again at the beach soon.)
- 12** p. 39 Ask students to work in pairs: one is a reporter, the other one is Lydia. Ask students to have short dialogues in order to ask and answer the questions. (Answers: Students' own answers.)
- 13** p. 39 Personal Project. Ask students to think of what they might find in a shark's stomach. Suggestion: tell students to use images or drawings for their project. Ask students to present their work to the class.
- 3** p. 40 Play the recording. Ask students to listen to Dan's anecdote and say why his head torch was useful on the camping trip. (Answer: Dan's head torch was useful on the camping trip because it helped him and Jamie put their tent up in five minutes. The head torch also helped him to see the spiders which dropped into his spaghetti.)
- 5** p. 40 Play the recording. Ask students to listen and repeat the phrases in the Functional language box.
- 6** p. 40 Ask students to read the sentences and complete them with the words in the box. (Answers: 1. fact, 2. imagine, 3. thing, 4. thanks, 5. as, 6. like)



Culture

Famous writers and books

- 7** p. 41 Ask students to read the text and answer the questions. (Answers: 1. Robinson Crusoe is an important book because many people think it is the first novel in English. 2. Daniel Defoe was an English writer and journalist (who wrote more than 500 books and journals) 3. Alexander Selkirk was a Scottish sailor who lived on an island near Chile for four years.)

Speaking

Talking with friends

- 1** p. 40 Ask students to look at the picture and the torch Dan is wearing and say if it is a useful gadget.
- 2** p. 40 Play the recording. Ask students to listen to the first part of Dan, Rita and Megan's conversation and answer the questions. (Answers: 1. The torch is useful because it works handsfree., 2. The girls think he looks ridiculous.)

exciting
tired
worried
boring
surprising

Vocabulary

- 1** p. 42 Ask students to look at the pictures and choose the correct word. (Answers: 1. couple, 2. mountains)
- 2** p. 42 Ask students to read and complete the rules. (Answers: a. -ed, b. -ing)
- 3** p. 42 Ask students to copy and complete the table with the verbs in the box.

verb	-ing form	-ed form
bore	boring	bored
surprise	surprising	surprised
tire	tiring	tired
excite	exciting	excited
worry	worrying	worried
annoy	annoying	annoyed
interest	interesting	interested

- 4** p. 42 Ask students to read the sentences and choose the correct words. (Answers: 1. bored/ boring, 2. surprising/ worried, 3. annoyed/ annoying, 4. tired/ interesting, 5. frightened/ frightening)
- 5** p. 42 Play the recording. Ask students to listen, check and repeat.
- 6** p. 42 Ask students to read the sentences and complete them so that they are true for them. (Answers: Students' own answers.)
- 7** p. 42 Ask students to work in pairs and read their sentences and compare them with their partners' answers. (Answers: Students' own answers.)



Reading

- 8** p. 42 Ask students to look at the pictures and answer the questions. (Answers: Students' own answers.)
- 9** p. 42 Ask students to read the words and phrases and match them with the definitions. (Answers: 1. c), 2. a), 3. b), 4. e), 5. d)
- 10** p. 42 Play the recording. Ask students to listen and read the text and then answer the questions. (Answers: 1. As they were driving home they suddenly got stuck in the snow. 2. They didn't use their phones because they weren't working so high up. 3. While they were trying to move the car, they thought about their four children, aged 8 to 18. 4. On their way home they phoned the police and then they phoned Sophie. 5. Keith is planning to go back to the mountains again next year, but Jennifer doesn't want to go.)

 nouns
 adjectives
verbs
 pronouns
 adverbs
 tenses

Grammar

Prepositional verbs

- 1** p. 43 Ask students to look at the verbs in the box and use their dictionary to check the meaning of any unknown words.
- 2** p. 43 Play the recording. Ask students to listen and repeat.



Progress check

- 3** p. 43 Ask students to read the questions and complete them with the correct prepositions. (Answers: 1. to, 2. to, 3. of, 4. with, 5. in, 6. about, 7. about, 8. on)

Pronunciation

Sentence stress

Play the recording. Ask students to listen and repeat the sentences.

- 4** p. 43 Ask students to work in pairs and to have short dialogues in order to ask and answer the questions in exercise 3. (Answers: Students' own answers.)

Phrasal verbs

- 1** p. 43 Ask students to look at the phrasal verbs in the box and use their dictionary to check the meaning of any unknown words. Play the recording. Ask students to listen and repeat.
- 2** p. 43 Ask students to rewrite the sentences using five of the verbs in the box instead of the words in bold. (Answers: 1. throw it away, 2. try it on, 3. look for, 4. go with, 5. wear out)



Writing

A description of an accident

- 1** p. 44 Ask students to read and listen to Sam's description of an accident and put the pictures in the correct order. (Answers: 2, 1, 4, 3)
- 2** p. 44 Ask students to read the language focus, translate the words in bold, then find examples in the text.
- 3** p. 44 Ask students to read the sentences and complete them with *suddenly, meanwhile* or *then*. (Answers: 1. then, 2. suddenly, 3. meanwhile, 4. suddenly, 5. meanwhile)

- 1** p. 46 Ask students to read the sentences and complete them with the words in the box. (Answers: 1. out of, 2. into, 3. across, 4. under, 5. up)

- 2** p. 46 Ask students to read the sentences and complete them with the correct form of the words in brackets. (Answers: 1. worried, 2. boring, 3. surprised, 4. interesting, 5. annoyed, 6. annoying)

- 3** p. 46 Ask students to read the sentences and complete them with the correct form of the words in brackets. (Answers: 1. didn't get up, 2. was doing, 3. weren't doing/ saw, 4. didn't go, 5. met/ was walking, 6. got lost/ were looking)

- 4** p. 46 Ask students to read the sentences and complete them using the past simple or the past continuous form of the verbs in brackets. (Answers: 1. did you go, 2. were you doing, 3. did you do, 4. was your mother doing/ woke up, 5. were the other students doing/ arrived)

- 5** p. 46 Ask students to read the sentences and choose the correct verbs. (Answers: 1. argue with, 2. waiting for, 3. talking to, 4. worries about)

- 6** p. 46 Ask students to read the sentences and complete them with one of the phrasal verbs in the box. (Answers: 1. pick out, 2. put my clothes away, 3. take my jacket off, 4. give it away, 5. put your coat on, 6. look for)

Module **4**

The world we live in

(p. 47-58)

Unit
4a

Materials and containers

(p. 48-53)

jar
glass
cotton
can
bag

Vocabulary

- 1** p. 48 Ask students to read the words in the box and decide which are containers and which are materials.
(Answers: containers: bag, bottle, box, can, carton, glass, jar; materials: aluminium, cardboard, cotton, glass, metal, paper, plastic, wool.)
- 2** p. 48 Play the recording. Ask students to listen and repeat.
- 3** p. 48 Ask students to read the words in exercise 3 again and match them with the pictures 1–10. (Answers:
1. aluminium, 2. cardboard box,
3. glass bottle,
4. can, 5. paper, 6. wool, 7. plastic bag,
8. metal box, 9. jar, 10. cotton)
- 4** p. 48 Ask students to read and complete the signs with words in exercise 1. (Answers: 1. cardboard,
2. paper, 3. plastic, 4. metal, 5. glass,
6. cotton, 7. wool)
- 5** p. 48 Play the recording. Ask students to listen to Will and Izzie and answer the questions. Answers: 1. Izzie recycles paper, glass and plastic at school.
2. She recycles every day. 3. She gives her old clothes to her little sister.

- 6** p. 48 Ask students to work in pairs to ask and answer the questions in exercise 5.
Answers: Students' own answers.



Reading

- 7** p. 49 Ask students to read the words and check their meaning. Offer definitions and examples if necessary.
- 8** p. 49 Play the recording. Ask students to listen, read and match a person with the words in exercise 7. (Answers: 1. Imran – reduce, 2. Jake – recycle, reuse;
3. Leanne – refuse)
- 9** p. 49 Ask students to read the text again and decide if the sentences are true or false. (Answers: 1. True, 2. False,
3. True, 4. False, 5. True)
- 10** p. 49 Ask students to read the text again and answer the questions.
(Answers: 1. The theme of the competition is giving tips to save the planet. 2. Imran wants people to save electricity and do outdoor activities.
3. Jake wants people to give old clothes to people who need them and recycle clothes no one can wear or use them to clean the house. 4. Leanne wants people to refuse to buy products with a lot of plastic.)

- 11** p. 49 Ask students to read the words in the box and translate them into Romanian. Suggestion: ask students to make sentences in order to check comprehension.

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present perfect simple

- 1** p. 50 Ask students to look at the sentences in the table and complete the rules with the words in the box. (Answers: 1. have, 2. has, 3. -ed, 4. bought)
- 2** p. 50 Ask students to look at the sentences in the table and elicit the rules. (Answers: Questions are formed by putting 'have' or 'has' in front of the subject. -> Auxiliary + subject + past participle Short answers are formed with the subject (personal pronoun) and the auxiliary. -> Yes + subject + have/has; No + subject + haven't, hasn't. The negative of present perfect is formed by adding 'not' after the auxiliary verb 'have'/has'. -> Subject + haven't/hasn't + past participle.)
- 3** p. 50 Ask students to read the sentences and complete them with the present perfect forms of the verbs in brackets. Tell students to look at the spelling rules on p. 154 to check their answers. (Answers: 1. have recycled, 2. have opened, 3. has decided, 4. has tried, 5. have reduced)
- 4** p. 50 Ask students to look and write complete sentences. Tell students to ask and answer questions using the present perfect simple. (Answers: 1. Have they turned off all the lights? Yes, they have. They have turned off all the

lights. 2. Has she broken the window? Yes, she has. She has broken the window. 3. Has he stolen the car? Yes, he has. He has stolen the car. 4. Has she passed the exam? Yes, she has. She has passed the exam. 5. Has the boy eaten all the chocolate? Yes, he has. The boy has eaten all the chocolate. 6. Has he thrown away the old toys? Yes, he has. He has thrown away the old toys.)

- 5** p. 50 Ask students to read the text and complete it with the present perfect form of the verbs in brackets. (Answers: 1. has become, 2. have built, 3. has had, 4. have been, 5. have provided, 6. have used, 7. has fallen)
- 6** p. 50 Ask students to read and choose the correct words. (Answers: 1. haven't, 2. hasn't, 3. hasn't, 4. haven't, 5. haven't, 6. has, 7. has, 8. has)
- 7** p. 51 Ask students to read the text and complete it with the present perfect form of the verbs in brackets. (Answers: 1. hasn't studied, 2. has created, 3. have been chosen, 4. has promised, 5. have rebuilt, 6. hasn't finished, 7. haven't stopped)
- 8** p. 51 Ask students to read the sentences and complete them with *for* and *since*. (Answers: 1. for, 2. since, 3. since, 4. for, 5. since)

Pronunciation

Contractions

- a** Play the recording and ask students to listen and repeat.
- b** Play the recording and ask students to listen and say which sentences they hear. (Answer: 1. b, 2. a)



Listening

Eco family

- 9** p. 51 Ask students to look at the newspaper headline and say what the radio programme is about. (Answers: **Students' own answers.**)
- 10** p. 51 Play the recording and ask students to listen and check their answers.
- 11** p. 51 Play the recording and ask students to listen and say if the sentences are true or false. (Answers: **1. True, 2. True, 3. False, 4. False, 5. True, 6. True**)
- 12** p. 51 Ask students to remember the information on the recording and answer the questions. (Answers: **1. The Carter family live in the South of England. 2. They buy their food from small shops. 3. They give their old clothes to charity.**)
- 13** p. 51 Ask students to talk in pairs and say which of the Carters' ideas they think is the best.



Speaking

On a bike ride

- 1** p. 52 Tell students that Will, Izzie and Lou are going on a bike ride. Ask students to look at the picture and say what they can see. (Answers: **Students' own answers.**)
- 2** p. 52 Play the recording and ask students to listen to the dialogue and say what Will is looking for. (Answer: **Will is looking for the shop.**)

- 3** p. 52 Play the recording again and ask students to listen and complete the dialogue. (Answers: **1. post office, 2. left, 3. bank**)
- 4** p. 52 Play the recording again and ask students to listen and repeat the dialogue.
- 5** p. 52 Ask students to order the words to make sentences. (Answers: **1. Go straight on, past the bank. 2. You can't miss it. 3. It's next to the chemist's. 4. The post office is on your right. 5. How do we get to the post office?**)



Culture

Cycling in the UK

- 6** p. 53 Play the recording and ask students to listen and read the text about cycling in the UK and answer the questions. (Answers: **1. Couriers ride bikes in London because they are quicker than cars in the traffic. 2. Britain celebrates Bike Week to promote cycling as good for your health, the environment and your pocket. 3. They have a lot of different events around the UK, like cycling picnics, barbecues and sponsored bike rides to collect money for charity.**)
- 7** p. 53 Ask students to read and answer the questions. Ask students to bring reasons in order to sustain their point of view. (Answers: **Students' own answers.**)
- 8** p. 53 **Personal Project.** Ask students to make up a PowerPoint presentation about a healthy lifestyle / sport / healthy food. Encourage students to use digital content (audio, images, movies) and to present the slides to the class.

**Unit
4b**

Endangered animals

(p. 54-57)



Vocabulary

- 1** p. 54 Ask students to read the words in the box and match them with pictures 1–10. (Answers: 1. elephant, 2. panda, 3. turtle, 4. leopard, 5. snake, 6. dolphin, 7. rhinoceros, 8. orang-utan, 9. polar bear, 10. tiger)
- 2** p. 54 Play the recording and ask students to listen and repeat.
- 3** p. 54 Ask students to read the sentences and complete them with words from exercise 1. (Answers: 1. polar bear, 2. dolphin, 3. tiger, 4. rhinoceros, 5. orang-utan)
- 4** p. 54 Ask students to copy and complete the table with the words from exercise 1.

forest	savannah	water	other
panda	elephant	dolphin	polar bear
tiger	rhinoceros	turtle	snake
	leopard		

- 5** p. 54 Ask students to work in groups and ask and answer questions about the animals in exercise 1. (Answers: Students' own answers.)



Reading

- 6** p. 54 Ask students to read the words in the box and check their meaning. Suggestion: ask students to make sentences in order to check comprehension.

- 7** p. 54 Play the recording and ask students to listen and say if they would like to adopt an animal.
- 8** p. 54 Ask students to read the text again and answer the questions. (Answers: 1. It costs €36 a year to adopt an animal. 2. The turtles are the oldest animals in the text. 3. Humans hunt turtles and orang-utans for meat. 4. African elephants and orang-utans are losing their natural homes. 5. An elephant's tusk is made of ivory.)

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present perfect continuous

- 9** p. 55 Ask students to read the sentences and put the verbs in brackets in present perfect continuous. (Answers: 1. have been calling, 2. have been working, 3. has been studying, 4. have been painting, 5. has been waiting, 6. has been typing)

- 10** p. 55 Ask students to read the sentences in exercise 9 again and make them negative. (Answers: 1. I haven't been calling you all morning. 2. They haven't been working in the basement since 10 am. 3. Peter hasn't been studying for his driving test for 2 hours. 4. We haven't been painting the living room all day. She hasn't been waiting for the bus for 15 minutes. 6. The secretary hasn't been typing letters since this morning.)

- 11** p. 55 Ask students to read and order the words to make sentences. (Answers:
 1. Has he been performing in the show for the last two months? 2. How long has Lucy been cleaning the house?
 3. Has she been running much recently? 4. Has Julia been working in this company for more than five years?
 5. How long has she been playing tennis? 6. What have you been doing all day?)



Writing

A competition entry

- 1** p. 56 Play the recording. Ask students to listen, read and match the headings 1 – 3 with paragraphs A – C. (Answers: A. 2, B. 3, C. 1)
- 2** p. 56 Ask students to read the paragraphs and put them in the right order. (Answers: 2, 3, 1)



Progress check

- 1** p. 58 Ask students to look and find nine words in the wordsearch. (Answers: bag, wool, jar, glass, cardboard, box, metal, carton)
- 2** p. 58 Ask students to look at the pictures and identify the animals. (Answers: 1. panda, 2. rhinoceros, 3. leopard, 4. dolphin, 5. polar bear, 6. orang-utan)
- 3** p. 58 Ask students to look at the information in the table and write sentences with the present perfect. (Answers: 1. Kate has recycled plastic bottles. Edward hasn't recycled plastic bottles. 2. Kate hasn't turned off the

TV. Edward hasn't turned off the TV.
 3. Kate hasn't thrown away clothes. Edward has thrown away clothes.
 4. Kate has bought local food. Edward has bought local food. 5. Kate has become a vegetarian. Edward hasn't become a vegetarian.)

- 4** p. 58 Ask students to read and complete the sentences with the present perfect simple or continuous. (Answers: 1. has swum, 2. have been calling, 3. has ridden, 4. have known, 5. has had, 6. have been, 7. has been eating, 8. have had)
- 5** p. 58 Ask students to read the sentences in exercise 4 again and rewrite them in the negative form. (Answers: 1. My brother hasn't swum with dolphins in Florida. 2. I haven't been calling John for hours and hours. 3. He hasn't ridden on the backs of elephants in India. 4. We haven't known Julie for ten years. 5. She hasn't had a cold for two weeks. 6. I haven't been hungry for hours. 7. She hasn't been eating chocolate all morning, so she doesn't feel sick. 8. We haven't had a lot of turtles as pets.)

- 6** p. 58 Ask students to read the dialogue and complete it with the correct form of the verbs in brackets. (Answers: 1. look, 2. have been looking, 3. have just gone, 4. turn, 5. --, 6. have you ever visited, 7. have, 8. did you see, 9. have been walking)

Module

5

Heroes

(p. 59-70)

Unit

5a

Fundraising ideas

(p. 60-65)



Vocabulary

- 1** p. 60 Ask students to look at the pictures 1 – 4 and match them with the fundraising ideas in the box. (Answers: picture 1. **sell raffle tickets**, picture 2. **wash cars**, picture 3. **do a sponsored swim**, picture 4. **organize a concert**)
- 2** p. 60 Play the recording and ask students to listen and repeat. Tell students to pay attention to the pronunciation of the words.
- 3** p. 60 Ask students to read the text and complete it with words from exercise 1. (Answers: 1. **badges**, 2. **sponsored**, 3. **cars**, 4. **bring and buy sale**, 5. **concert**, 6. **jumble sales**, 7. **charity**)
- 4** p. 60 Play the recording and ask students to listen to Dan and Megan and find what fundraising idea they choose for their class. (Answer: **Dan and Megan choose to do a bring and buy sale.**)
- 5** p. 60 Ask students to work in pairs and think of three fundraising ideas to raise money for a school trip. Encourage students to use the vocabulary in exercise 1, as well as their own ideas.



Reading

- 6** p. 61 Ask students to look at the titles, listen and choose the best title for the text. (Answer: 3)
- 7** p. 61 Ask students to read the text again and decide if the sentences are true or false and correct the ones which are false.(Answers: 1. **True**, 2. **False**, 3. **True**, 4. **False**, 5. **False**)
- 8** p. 61 Ask students to read the text again and find six things Felicity did to raise money for the school. (Answers: **she had a big party to launch the charity, she organized quiz nights and on-line competitions, she sold cakes, and she did sponsored walks and skydives.**)
- 9** p. 61 Ask students to read the text again and answer the questions. (Answers: 1. **Felicity spent four months at the Street Academy School**. 2. **The Street Academy School is different to other schools in Ghana because it offers free education to children aged 8 – 18** . 3. **The new school has very basic conditions**. 4. **She wants to raise £70-80,000**. 5. **The new windows are in the shape of triangles and stars.**)

- 10** p. 61 Ask students to find words 1–5 in the text and match them with definitions a–e. (Answers: 1. – d), 2. – c), 3. – e), 4. – a), 5. – b)
- 11** p. 61 Ask students to work in pairs and tell their partners about someone they know who helps other people.

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present perfect simple vs. present perfect continuous

- 1** p. 62 Ask students to read the sentences in the table and say which are present perfect simple and which are present perfect continuous and explain the difference in meaning. (Answers: present perfect simple – b), d); present perfect continuous – a), c)
- 2** p. 62 Ask students to read the sentences a – d in the table and match them with the uses 1 – 4. (Answers: a. – 3, b. – 2, c. – 4, d. – 1)
- 3** p. 62 Ask students to read the sentences and choose the correct tense. (Answers: 1. have been walking, 2. has visited, 3. has just left, 4. has gone, 5. have taken, 6. has been training)
- 4** p. 62 Ask students to read the sentences and complete them with present perfect simple or present perfect continuous. (Answers: 1. has built, 2. have seen, 3. have been living/ have lived, 4. has organized, 5. has been writing, 6. haven't sold)
- 5** p. 62 Ask students to write complete sentences with present perfect simple or present perfect continuous. (Answers: 1. My friends have had lots of barbecues. 2. Julia has been working in this company for more

than five years. 3. We haven't drunk enough water – that's why we feel tired. 4. We have been living in London for six months. 5. He hasn't bought a raffle ticket. 6. My mum has raised £2,000 for charity. 7. We have organized a jumble sale. 8. It hasn't been raining all day.)

- 6** p. 62 Ask students to read the sentences and correct the mistakes. (Answers: 1. He hasn't been to Ghana many times. 2. They have been selling sandwiches all day. 3. He hasn't been playing football for five years. 4. You've given lots of money to charity. 5. He has visited Africa three or four times. 6. She hasn't had a birthday party this year. 7. They have been living in a foreign country for two years.)
- 7** p. 62 Ask students to read the text and complete it with the present perfect simple or present perfect continuous. (Answers: 1. has raised, 2. has organized, 3. has bought, 4. has been making, 5. haven't even bought, 6. haven't collected)
- 8** p. 63 Ask students to write questions using present perfect and ever. (Answers: 1. Have you ever collected money for charity? 2. Have you ever learnt to play a musical instrument? 3. Have you ever done a sponsored swim? 4. Have you ever bought a charity badge? 5. Have you ever met a famous person? 6. Have you ever bought a charity CD?)
- 9** p. 63 Ask students to work in pairs and ask and answer the questions in exercise 8, using never. (Answers: 1. I have never collected money for charity. 2. I have never learnt to play

a musical instrument. 3. I have never done a sponsored swim. 4. I have never bought a charity badge.

5. I have never met a famous person.
6. I have never bought a charity CD.)

- 10** p. 63 Ask students to read the sentences and fill in the gaps with *ever* or *never*. (Answers: 1. *never*, 2. *ever*, 3. *ever*, 4. *never*, 5. *never*, 6. *ever*)

- 11** p. 63 Ask students to write questions using 'How long...?', then give answers which are true for them. (Answers:
1. How long have you been at this school? 2. How long have you been studying English In the UK? 3. How long have you had your mobile phone? 4. How long have you been living in Britain? 5. How long have they had their dog?)

Pronunciation

Contractions

- a, b** Play the recording and ask students to listen and repeat the sentences.



Listening

Charity appeals

- 12** p. 63 Ask students to work in pairs and write a list of famous charities and what they do. Suggestion: tell students to look for information on the internet. (Answers: Students' own answers.)

- 13** p. 63 Play the recording and ask students to listen and identify the charities the speaker talks about. (Answer: Oxfam, Médecins Sans Frontières, RSPCA)

- 14** p. 63 Play the recording and ask students to listen and choose the correct word. (Answers: 1. hungry people, 2. sick people, 3. animals)

- 15** p. 63 Play the recording and ask students to listen and say if the sentences are true or false. (Answers:
1. False - Oxfam wants people to give book, clothes, CDs or DVDs for their shops., 2. True, 3. False - A group of French doctors started MSF., 4. True,
5. True, 6. The RSPCA gets money from donations made by the public.)



Speaking

A sponsored walk

- 1** p. 64 Ask students to look at the picture and say what Megan is doing. (Answers: Students' own answers.)

- 2** p. 64 Play the recording. Ask students to listen to the first part of Megan and Mr Rodmell's conversation and say why she is talking to him. (Answer: Megan is talking to him because she is raising money for charity.)

- 3** p. 64 Play the recording. Ask students to listen to the second part of the conversation and choose the correct words. (Answers: 1. walk, 2. Oxfam, 3. £1, 4. Saturday)

- 4** p. 64 Ask students to read and listen again and check their answers. (Answers: 1. walk, 2. Oxfam, 3. £1, 4. Saturday)

- 5** p. 64 Ask students to listen again and repeat the dialogue.

- 6** p. 64 Ask students to order the words to make questions and sentences. (Answers: 1. Would you like to sponsor me? 2. No, I'm sorry, I haven't got any money. 3. I'll give you £5 a mile.
4. Could you help me, please?
5. OK. I'll make a call.)



Culture

Famous heroes and heroines

- 7** p. 65 Play the recording. Ask students to listen, read and answer the questions.
(Answers: 1. Elisabeth Fry is one of the most famous women in British history because all her life she worked to help the poor, especially poor people who were in prison. 2. Her husband was a wealthy banker. 3. She gave the prisoners' children food and clothes and she started a school where she taught mothers to read.)

8 p. 65 Ask students to think of a famous Romanian heroine and say why she is famous. Encourage students to look for information on the internet and use their own knowledge.

8 p. 65 Personal Project - Shadow Day! Tell students to Go to a relative's working place and 'shadow' him / her. Tell students to get involved in what he / she does and at the end of the day write about their experience. Tell students to present it to the class.



make and do

(p. 66-69)



Vocabulary

- 1** p. 66 Ask students to look at the words in the box and decide if they are used with *make* or *do*.**(Answers:** *make*: money, someone happy, someone laugh, friends, a decision, a mistake; *do*: charity work, nothing, homework, your best, someone a favour, exercise)
- 2** p. 66 Play the recording. Ask students to listen and repeat.
- 3** p. 66 Ask students to look at the pictures and match them with the phrases in exercise 1. **(Answers:** 1. make a mistake, 2. make someone laugh, 3. do nothing, 4. do an exercise/do homework, 5. make friends)
- 4** p. 66 Ask students to complete the questions with the correct form of *make* or *do*. **(Answers:** 1. makes, 2. make, 3. made, 4. do, 5. do, 6. made, 7. do, 8. make)

5 p. 66 Tell students to work in pairs and ask and answer the questions in exercise 4. **(Answers:** Students' own answers.)



Reading

- 6** p. 66 Tell students to look at the picture of Selena Gomez and answer the questions. **(Answers:** Students' own answers.)
- 7** p. 66 Play the recording. Ask students to listen and say why Selena Gomez is famous. **(Answer:** Selena Gomez is a famous actress and pop singer and since 2009 she has been a UNICEF Goodwill Ambassador.)
- 8** p. 67 Ask students to read the text again and answer the questions. **(Answers:** 1. Selena has been famous for over ten years. 2. She supports Island Dog and RAISE Hope for Congo.

3. She became a UNICEF Goodwill Ambassador in 2009. 4. She visited Ghana to visit children who are living without enough food or clean water.
5. Goodwill Ambassadors make people aware of the world's problems and encourage them to help.)

- 9** p. 67 Ask students to work in pairs and say their opinion about Goodwill Ambassadors. Tell students to support their point of view with reasons and examples.

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

Present perfect continuous vs. present continuous

- 10** p. 67 Ask students to read the sentences in the table and say which are present perfect continuous and which are present continuous and explain the difference in meaning.
(Answers: present perfect continuous – c), d); present continuous – a), b), e)
- 11** p. 67 Ask students to read the sentences in the table and match them with uses 1–5. (Answers: 1. d), 2. b), 3. c), 4. a), 5. e)
- 12** p. 67 Ask students to read and choose the correct tense. (Answers: 1. have been watching, 2. is visiting, 3. has been hiking, 4. is having, 5. am writing, 6. has been skiing)
- 13** p. 67 Ask students to read and complete the sentences with the present perfect continuous or present continuous of the verbs in brackets.
(Answers: 1. is crying, 2. has been crying, 3. has been raining, 4. have been waiting, 5. is driving)

14 p. 67 Ask students to write complete the sentences with the present perfect continuous or present continuous.
(Answers: 1. A car alarm is ringing in the street. 2. Sarah is studying for her English test on Tuesday. 3. Sandra has been exercising at the fitness center for two hours. 4. We have been waiting for you since 1pm. 5. Jane isn't coming for dinner tonight. 6. My sister is cooking at the moment.)

- 15** p. 67 Ask students to read and complete the text with the right form of the verbs in brackets. (Answers:
1. is watching, 2. hasn't missed,
3. has been, 4. have been living,
5. has been, 6. is coming)



Writing

A magazine article

- 1** p. 68 Play the recording and ask students to listen, read and answer the question. (Answer: The students did a sponsored walk.)
- 2** p. 68 Ask students to read again and answer the questions. (Answers:
1. They wanted to help Oxfam because many of them had pets and they were all animal lovers. 2. The students wanted to raise money because they wanted to do something to help animals. 3. They did a sponsored walk because they all enjoyed walking.)
- 3** p. 68 Ask students to read the language focus and complete the rules with so or because. (Answers: a. so, b. because)

- 4** p. 68 Ask students to read and join the sentences with *so* or *because*. (Answers:
1. We haven't got any milk, so I'm going to the supermarket. 2. I'm going to buy a raffle ticket because I want to support that charity. 3. Dave wants to raise money, so he's going to do a sponsored walk. 4. I can't go to Sally's party because we're going away his weekend.)



Progress check

- 1** p. 70 Ask students to read and match to make sentences. (Answers: 1. e), 2. d), 3. b), 4. f), 5. a), 6. c)
- 2** p. 70 Ask students to read and complete the sentences with the correct form of *make* or *do*. (Answers:
1. done, 2. do, 3. makes, 4. do, 5. do,
6. made, 7. do)

- 3** p. 70 Ask students to read and correct the sentences. (Answers: 1. Beth has never done a sponsored swim. 2. My brothers meet lots of famous people. 3. Have you raised money for charity lately? 4. I haven't visited India, but I want to. 5. Have you seen the new adventure film? 6. Alex has collected lots of money for charity.)

- 4** p. 70 Ask students to read and complete the sentences with *for* or *since*. (Answers: 1. since, 2. since, 3. for, 4. for, 5. since, 6. for, 7. since, 8. for)
- 5** p. 70 Ask students to read and choose the correct answers. (Answers: 1. a), 2. b), 3. a), 4. b), 5. b), 6. b), 7. b), 8. a)

Module
6

Incredible journeys

(p. 71-82)

Unit
6a

Travel

(p. 72-77)

set off
send
postcards
meet
have people
adventures

Vocabulary

- 1 p. 72 Ask students to read and match pictures 1–4 with activities in the box.
(Answers: picture 1: pack a suitcase, picture 2: send postcards, picture 3: plan a journey, picture 4: meet people)
- 2 p. 72 Play the recording and ask students to listen and repeat.
- 3 p. 72 Ask students to read and choose the correct words. (Answers: 1. arrived, 2. set off, 3. pack, 4. buy, 5. had, 6. met, 7. planning, 8. come back, 9. bought)
- 4 p. 72 Play the recording and ask students to listen to Rita and Dan and say what souvenirs they have bought.
(Answers: Dan bought a T-shirt in Rome. Rita bought a baseball hat in New York.)
- 5 p. 72 Tell students to work in pairs and ask and answer the question. (Answers: Students' own answers.)



Reading

- 6 p. 73 Ask students to read the text and say in what ways Albert is a typical teenager and in what ways he is not.
(Answers: Students' own answers.)

- 7 p. 73 Play the recording and ask students to listen and check their answers. (Answer: Albert is a typical teenager because he likes reading science fiction books, he enjoys playing Dragon Ball and he's interested in science. Albert is different because he has visited more than 26 countries alone, he's got blue hair, he has written a book and he has been in a wheelchair since he was eight years old.)
- 8 p. 73 Ask students to read the text again and answer the questions.
(Answers: 1. *The World on Wheels* is the book which Albert wrote. 2. Albert has visited 26 countries. 3. He usually travels alone. 4. He gets money by working and doing tricks with his wheelchair. 5. The advantages to travelling in a wheelchair are that the chair eliminates fear and that people talk to him because they want to meet a blue-haired boy who travels the world alone in a chair and so he makes new friends. 6. He wants to go to Africa.)

Grammar

Present perfect simple vs. past simple

- 1 p. 74 Ask students to read the sentences in the table and say which are present perfect and which are past simple. (Answers: present perfect – a), b); past simple – c), d)
- 2 p. 74 Ask students to match the sentences a–d in the table with uses 1–4. (Answers: 1. – b), 2. – a), 3. – d), 4. – c)
- 3 p. 74 Ask students to read and choose the correct words. (Answers: 1. lived, 2. has visited, 3. set off, 4. 's had, 5. took, 6. 's bought)
- 4 p. 74 Ask students to write sentences using the present perfect or the past simple. (Answers: 1. He lived in Toronto for a year when he was younger.
2. I went to Hawaii last summer. It was great. 3. We have never read David Beckham's book. 4. Alex hasn't been to Los Angeles. He wants to go next year.
5. My mum has gone to Italy. She's coming back tomorrow.)
- 5 p. 74 Ask students to read and complete the questions with the present perfect form of the verb in brackets. (Answers: 1. Have you ever bought any souvenirs? 2. Have you ever visited South America? 3. Have you ever read Albert Casals' book?
4. Have you ever been to Australia?
5. Have you ever seen the pyramids in Egypt?)
- 6 p. 74 Ask students to read and complete the questions with the past simple form of the verb in brackets and then match them with the questions in

exercise 5. (Answers: a. What did you buy? – 1, b. Who did you see them with? – 5, c. How many kangaroos did you see? – 4, 4. Did you like it? – 3, 5. Which countries did you visit? – 2)

- 7 p. 74 Tell students to work in pairs and ask and answer the questions in exercise 5 and 6. (Answers: Students' own answers.)
- 8 p. 75 Ask students to read and complete the dialogue with the correct form of the verb in brackets. (Answers:
1. Have you read, 2. have read,
3. wrote, 4. read, 5. have seen, 6. Did you like, 7. was, 8. saw, 9. has made,
10. have never been, 11. have been,
12. went)

Pronunciation

- a, b p. 75 Play the recording and ask students to listen and repeat the words.



Listening

Dream holidays

- 9 p. 75 Ask students to look at the pictures and say what type of holiday they show. (Answers: Students' own answers.)
- 10 p. 75 Play the recording and ask students to listen to the adverts and order the journeys. (Answers: A, B, C)
- 11 p. 75 Play the recording and ask students to listen and say if the sentences are true or false. (Answers:
1. True, 2. False The cruise doesn't take you to France. 3. True, 4. True, 5. False On the family adventure you travel by private car and jeep. 6. True)

- 12** p. 75 Play the recording and ask students to listen and choose the correct answers. (Answers: 1. c), 2. c), 3. b), 4. a), 5. b)



Speaking

At the station

- 1** p. 76 Ask students to look at the pictures and say where Rita and Megan are. (Answer: They are at the train station.)
- 2** p. 76 Play the recording and ask students to listen and answer the questions. (Answers: 1. Rita is at the station to meet Megan. 2. They will travel home by bus.)
- 3** p. 76 Play the recording and ask students to listen to the second part of the conversation and answer the question. (Answer: The train was 30 minutes late.)
- 4** p. 76 Play the recording and ask students to listen, read and check their answers. (Answer: 30)

- 5** p. 76 Play the recording and ask students to listen and repeat the dialogue.
- 6** p. 76 Ask students to match questions 1–4 with answers a–d. (Answers: 1. – c), 2. – d), 3. – b), 4. – a)



Culture

Famous journeys

- 7** p. 77 Play the recording and ask students to listen and answer the questions. (Answers: 1. The first man to find gold was James W. Marshall. 2. In 1848 California belonged to the Native Americans. 3. People travelled to California by ship or on foot. 4. The gold rush changed California because the population grew, a railway line was built and Native Americans lost their land.)
- 8** p. 77 Ask students if they know about a famous journey in Romania. Encourage students to use the internet to look for information.

Unit
6b

Extreme adjectives

(p. 78-81)

enormous
tiny
awful
boiling
amazing
delighted

Vocabulary

- 1** p. 78 Ask students to look at the extreme adjectives in box A and match them with the adjectives in box B. (Answers: terrifying – frightening, amazing – good, enormous – big, exhausted – tired, delighted – happy, tiny – small, awful – bad, freezing – cold, boiling – hot)

- 2** p. 78 Play the recording and ask students to listen, check and repeat.
- 3** p. 78 Ask students to write the extreme adjective for each sentence. (Answers: 1. awful, 2. amazing, 3. exhausted, 4. delighted, 5. boiling, 6. enormous, 7. tiny, 8. freezing)

- 4** p. 78 Ask students to read and choose the correct word. (Answers:
1. exhausted, 2. amazing, 3. freezing,
4. delighted, 5. tiny, 6. terrifying,
7. awful, 8. enormous)



Reading

- 5** p. 78 Ask students to look at the picture and the title of the text and say what the text is about.
- 6** p. 78 Play the recording and ask students to listen, read and check their answer.
- 7** p. 78 Ask students to read the text again and answer the questions.
(Answers: 1. Mike celebrated his 17th birthday in the middle of the Indian Ocean. 2. Mike set the world record for the youngest person to sail around the world solo. 3. The name of his yacht was totallymoney.com. 4. The waves in the South Pacific were 50ft high. 5. Mike stopped in the Canary Islands to repair his auto-pilot. 6. When he returned home Mike wanted some steak and chips.)

nouns
adjectives
verbs
pronouns
phrases
tenses

Grammar

Expressing possibility and probability

- 1** p. 79 Ask students to rephrase the sentences using the modal verbs in brackets. (Answers: 1. She **might** phone later. 2. I **should** be at home by 6 o'clock. 3. I **may** not go out this evening. 4. She **should** be here soon. 5. They **could** tell the truth. 6. He **may** apply for this new job.)

- 2** p. 79 Ask students to read and match the modal verbs to their meanings. (Answers: 1. b), 2. a), 3. e), 4. d), 5. c)
- 3** p. 79 Ask students to fill in the gaps with the correct verbs: *may, might, could, should*. (Answers: more than one answer may be possible: 1. *may*, 2. *could*, 3. *should*, 4. *might*, 5. *may*)
- 4** p. 79 Ask students to read the sentences 1–5 and match them with deductions a–e. (Answers: 1. – c, 2. – d, 3. – e, 4. – a, 5. – b)
- 5** p. 79 Ask students to look and complete with the correct modal verb. Answers: (more than one answer may be possible: 1. *should*, 2. *might*, 3. *may/may*, 4. *should*, 5. *could*, 6. *might*)
- 6** p. 79 Ask students to work in pairs and to ask and answer questions about a friend using modal verbs. (Answers: Students' own answers.)



Writing

A description of a journey

- 1** p. 80 Play the recording and ask students to listen and answer the question. (Answer: Kate is in Washington DC.)
- 2** p. 80 Ask students to read the email again and order the events. (Answers: d, a, c, f, e, b.)
- 3** p. 80 Ask students to look at the Language focus and complete the rules below with the words in bold. (Answers: a. **first**, b. **then**, **next**, **after that**, c. **finally**)
- 4** p. 80 Ask students to read and choose the correct words. (Answers: 1. **first**, 2. **then**, 3. **next**, 4. **after that**, 5. **finally**)



Progress check

- 1** p. 82 Ask students to read the sentences and complete them with the words in the box. (Answers: 1. suitcase, 2. souvenir, 3. postcards, 4. journey, 5. adventures, 6. home)
- 2** p. 82 Ask students to read and match adjectives 1–6 with extreme adjectives a–f. (Answers: 1. – b), 2. – e), 3. – f), 4. – c), 5. – d), 6. – a)
- 3** p. 82 Ask students to complete the sentences with the present perfect or past simple form of the verbs in brackets. (Answers: 1. have you ever been/ went, 2. have you known/ met, 3. have you ever read/ didn't like, 4. have you sent/ sent, 5. have you lived/ bought, 6. has your brother gone/ set off)

- 4** p. 82 Ask students to read and choose the correct word. (Answers: 1. c), 2. b), 3. b), 4. c), 5. b), 6. a)
- 5** p. 82 Ask students to complete the sentences with the present perfect or past simple form of the verbs in brackets. (Answers: 1. has lived, 2. went, 3. haven't been, 4. did you buy, 5. haven't seen, 6. haven't packed)
- 6** p. 82 Ask students to read and fill in the gaps with the correct verbs: *may, might, could, should*. (Answers: (more than one answer may be possible) 1. might, 2. could, 3. may, 4. might, 5. might, 6. should)

Module

7

On Screen

(p. 83-94)

Unit
7a

Films

(p. 84-89)

stunt
plot
script
screen
film star
director
award

Vocabulary

- 1 p. 84 Ask students to look at the words in the box and say which of them could be used to describe the pictures.
(Answers: picture 1: win an award (film star), picture 2: film a scene (director, stuntman/woman, special effects, script), picture 3: screen)

- 2 p. 84 Play the recording and ask students to listen and repeat.
- 3 p. 84 Ask students to copy and complete the table with words from exercise 1.

people	verbs related to films	other film words
stuntman/ woman	win an award	script
film star	release a film	special effects
producer	film a scene	plot
		soundtrack
		screen

- 4 p. 84 Ask students to complete the sentences with the correct form of the words in exercise 1. (Answers: 1. script, 2. soundtrack, 3. stars/ award, 4. stuntman, 5. special effects)

- 5 p. 84 Play the recording and ask students to listen and match the speakers with the films. (Answers: 1. b), 2. a), 3. c)

- 6 p. 84 Ask students to work in groups of three and to ask and answer the questions in the previous exercise.
(Answers: Students' own answers.)



Reading

- 7 p. 84 Play the recording and ask students to listen, read and match predictions 1–5 with the paragraphs A–E. (Answers: 1. – A, 2. – E, 3. – C, 4. – B, 5. – D)

- 8 p. 85 Ask students to read again and choose the correct answers. (Answers: 1. – b), 2. – a), 3. – c), 4. – a), 5. – a)

- 9 p. 85 Ask students to read again and find words in the text. (Answers: 1. classics, 2. audiences, 3. smells, 4. realistic, 5. entertainment)

- 10 p. 85 Class vote. Ask students to vote and say which paragraph is more interesting. Tell students to sustain their point of view with relevant reasons and examples. (Answers: Students' own answers.)



Grammar

Future tense

- 1** p. 86 Ask students to look at the sentences in the table and complete the rules. (Answers: a. predictions, b. definitely / probably, c. verb)
- 2** p. 86 Ask students to read the sentences and complete them with the correct form of *will* and the verbs in brackets. (Answers: 1. will direct, 2. will watch, 3. won't enjoy, 4. Will they release, 5. will win)
- 3** p. 86 Ask students to read and match rules 1 and 2 with sentences a and b. (Answers: 1. b), 2. a)
- 4** p. 86 Ask students to read the sentences and complete them with the correct form of the verb and *going to*. (Answers: 1. am going to download, 2. is going to travel, 3. are not going to ask, 4. is going to leave, 5. are you going to give, 6. am going to invite)
- 5** p. 86 Ask students to read and match the sentences 1–3 with the rules a–c. (Answers: 1. – c), 2. – a), 3. – b)
- 6** p. 87 Ask students to read the sentences and complete them with the correct form of the future continuous of the verbs in the brackets. (Answers: 1. will be flying, 2. will be cycling, 3. will be visiting, 4. will be watching, 5. will be swimming, 6. will be seeing)
- 7** p. 87 Ask students to read the sentences and complete them with the correct form of the verbs. (Answers: 1. will be travelling/ am travelling/ going to travel, 2. will you give/ are you going to, 3. starts, 4. leaves, 5. are we going to eat/ will we eat)

Pronunciation

Sentence stress and weak forms

- a, b** Ask students to listen and repeat the sentences.
- 8** p. 87 Ask students to work in pairs and to ask and answer the questions about their plans for the weekend. (Answers: Students' own answers.)



Listening

3D films

- 9** p. 87 Ask students to look at the picture and say what 3D films they have seen. (Answers: Students' own answers.)
- 10** p. 87 Ask students to work in pairs and to ask and answer the questions. (Answers: Students' own answers.)
- 11** p. 87 Ask students to read and answer the questions.
- 12** p. 87 Play the recording and ask students to listen and check their answers. (Answers: 1. F, 2. T, 3. T, 4. F, 5. F, 6. T, 7. T, 8. T)



Speaking

At the cinema

- 1** p. 88 Ask students to look at the picture and say how often they go to the cinema. (Answers: Students' own answers.)
- 2** p. 88 Play the recording and ask students to listen and complete the sentences with numbers. (Answers: 1. – 3, 2. – 9, 3. – 5, 4. – 3)
- 3** p. 88 Play the recording and ask students to listen to Dan and Rita and say if they both liked it. (Answer: Dan liked it, Rita didn't like it.)

- 4** p. 88 Play the recording and ask students to listen, read and check their answer.
- 5** p. 88 Play the recording and ask students to listen and repeat the dialogue.
- 6** p. 88 Ask students to order the words in the box from best to worst. (Answer: brilliant, very interesting, OK, a bit boring, rubbish.)



Culture

Famous films and film-makers

- 7** p. 89 Play the recording and ask students to listen and answer the questions. (Answers: 1. Hitchcock was a famous director. He is famous for his suspense and mystery films. 2. No, he didn't win any Oscars. 3. He won a Life Achievement award from the American Film Institute. 4. Hitchcock made a short appearance in all of his films from 1938 onwards.)

Unit
7b

Suffixes

(p. 90-93)

argument
excitement
enjoyment
education
connection

Vocabulary

- 1** p. 90 Ask students to copy and complete the table with the verbs in the box.

verbs	nouns
equip	equipment
predict	prediction
advertise	advertisement
educate	education
enjoy	enjoyment
possess	possession
argue	argument
decorate	decoration
connect	connection
excite	excitement
inform	information
compete	competition

- 2** p. 90 Play the recording and ask students to listen and repeat.

- 3** p. 90 Ask students to read the sentences and complete them with nouns from exercise 1. (Answers: 1. equipment, 2. connection, 3. education, 4. information, 5. enjoyment)

- 4** p. 90 Ask students to read the questions and complete them with nouns from exercise 1. (Answers: 1. advertisement, 2. decorations, 3. argument, 4. equipment)

- 5** p. 90 Ask students to work in pairs and to have short dialogues in order to ask and answer the questions in exercise 4. (Answers: Students' own answers.)



Reading

- 6** p. 90 Ask students to read, look at the title and choose the correct word. (Answers: 1. teenagers, 2. new actors)

- 7** p. 90 Ask students to read the text and check their answers.
- 8** p. 90 Ask students to read the text and say if the sentences are true or false.
(Answers: 1. False – Fresh Films first organised the competition in 2002., 2. True, 3. True, 4. False – Fresh Films has produced over 80 films and shown films at over 20 festivals.)

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

First conditional

- 9** p. 91 Ask students to look at the rules and find examples of conditional sentences in the text.
- 10** p. 91 Ask students to read and choose the correct words. (Answers: 1. will choose, 2. don't take, 3. have, 4. finish, 5. will you do, 6. has)
- 11** p. 91 Ask students to write first conditional sentences and questions.
(Answers: 1. If we go to the cinema tonight, will Sarah come with us?
2. If I go to bed late, I will be tired tomorrow.
3. Will they miss the train if they don't leave before 6pm?
4. If they study a lot, they won't fail the exam.
5. You will see lots of film stars at the ceremony if you are lucky.)
- 12** p. 91 Ask students to read the text and complete it with the correct form of the verbs in brackets. (Answers: 1. pass, 2. pass, 3. will go, 4. go, 5. will get, 6. get, 7. will earn, 8. earn, 9. will be, 10. will feel, 11. am, 12. don't start, 13. won't pass, 14. will happen)

- 13** p. 91 Ask students to read the sentences and complete them with their own ideas. (Answers: Students' own answers.)

- 14** p. 91 Ask students to work in pairs and to have short dialogues in order to ask and answer the questions in exercise 13.



Writing

A film review

- 1** p. 92 Play the recording and ask students to listen, read and answer the question. (Avatar is one of the writer's favourite films.)
- 2** p. 92 Ask students to read the review again and match the descriptions to the paragraphs. (Answers: 1. D, 2. C, 3. A, 4. B)
- 3** p. 92 Ask students to look and translate the words into their language.
- 4** p. 92 Ask students to order the words to make sentences. (Answers: 1. I thought the script was very funny. 2. It is a romantic comedy, but it really makes you think. 3. I think the plot was the best thing about the film. 4. I would recommend it to everyone. 5. In my opinion.



Progress check

- 1** p. 94 Ask students to read the sentences and complete them with the words in the box. (Answers: 1. screen, 2. script, 3. awards, 4. plot, 5. soundtrack, 6. special effects)
- 2** p. 94 Ask students to read the sentences and complete them with the correct form of the words in brackets. (Answers: 1. argument, 2. information, 3. advertisement, 4. development, 5. suggestion, 6. excitement)
- 3** p. 94 Ask students to read the sentences and complete them with the correct form of will. (Answers: 1. will live, 2. won't win, 3. will make, 4. will film, 5. will he write, 6. won't buy)

- 4** p. 94 Ask students to order the words to make sentences and questions. (Answers: 1. It's going to be hot today. 2. Are they going to fly to England? 3. I'm not going to go out tonight. 4. What are you going to do next weekend? 5. Where are you going to stay on holiday? 6. He is not going to study Chinese.)
- 5** p. 94 Ask students to read and choose the correct words. (Answers: 1. will you say/ ask, 2. have/ will buy, 3. won't be/ don't pass, 4. don't leave/ will be, 5. will you go/ are, 6. will phone/ remember)
- 6** p. 94 Ask students to put the verbs in brackets into the future simple or the future continuous. (Answers: 1. will phone, 2. will be seeing, 3. will ask, 4. will probably buy, 5. will be watching, 6. will be eating)

Module 8

Good friends

(p. 95-106)

Unit
8a

Making friends

(p. 96-101)

be late
tell jokes
shake hands
arrive early

Vocabulary

- 1 p. 96 Ask students to look and match six of the phrases to the pictures.
(Answers: picture 1: bring a present, picture 2: point at someone, picture 3: take off your shoes, picture 4: shake hands, picture 5: click your fingers, picture 6: be rude)
- 2 p. 96 Play the recording and ask students to listen and repeat.
- 3 p. 96 Ask students which of the actions in exercise 1 they have done today.
(Answers: Students' own answers.)
- 4 p. 96 Ask students to read and choose the correct words. (Answers: 1. was late, 2. take off my shoes, 3. shook hands with, 4. told a joke, 5. arrived early, 6. interrupted their conversation, 7. click your fingers at, 8. jumped the queue)
- 5 p. 96 Play the recording and ask students to listen and say who Dan has shaken hands with. (Answer: Dan has shaken hands with the Prime Minister.)
- 6 p. 96 Ask students to work in pairs and say if they have ever shaken hands with someone famous. (Answers: Students' own answers.)



Reading

- 7 p. 97 Play the recording and ask students to listen, read and match the headings 1–4 with the paragraphs A–D.
(Answers: 1. D, 2. B, 3. C, 4. A)
- 8 p. 97 Ask students to read the text and answer the questions. (Answers:
1. When you meet someone for the first time in the UK you should shake hands. 2. It is a good idea to take a present in the UK. 3. In China it is acceptable to burp. 4. No, you can't interrupt a conversation in the USA.)
- 9 p. 97 Ask students to work in pairs and say if they know other cultural rules.
(Answers: Students' own answers.)
- 10 p. 97 Personal project. Ask students to follow the instructions in order to write a piece of news about changing trends in English dining. Ask students to present their work to the class.



Grammar

Obligation, necessity and prohibition

- 1** p. 98 Ask students to read the sentences in the table and complete the rules.
(Answers: a. obligation , b. necessity, c. prohibition)
- 2** p. 98 Ask students to read and choose the correct words. (Answers: 1. must, 2. mustn't, 3. mustn't, 4. must, 5. must, 6. mustn't)
- 3** p. 98 Ask students to read and complete the dialogue using *must*, have to, don't have to or *mustn't*. (Answers: 1. must, 2. mustn't, 3. have to, 4. mustn't, 5. have to, 6. don't have to)
- 4** p. 98 Play the recording and ask students to listen, check and repeat.
- 5** p. 98 Ask students to look at the question in the table and say if we use *have to* or *must* to ask questions about obligations. (Answer: Yes, we use *have to* or *must* to ask questions about obligations.)
- 6** p. 98 Ask students to write questions using *have to*. (Answers: 1. Do you have to be home before midnight?, 2. Do you have to do your homework tonight?, 3. Does your dad have to get up early on Saturday mornings?, 4. Do visitors have to bring presents in your country?, 5. Do you have to take off your shoes at home?)
- 7** p. 99 Ask students to read the text and choose the correct words. (Answers: 1. don't have to, 2. mustn't, 3. has to, 4. must, 5. must, 6. doesn't have to, 7. mustn't, 8. must)
- 8** p. 99 Ask students to work in pairs and ask and answer the question in exercise 6. (Answers: Students' own answers.)



Listening

My gang

- 9** p. 99 Play the recording and ask students to listen and choose the correct words. (Answers: 1. a group of friends, 2. lots of different friends)
- 10** p. 99 Play the recording again and ask students to listen and choose the correct answers. (Answers: 1. a), 2. c), 3. a), 4. c), 5. b), 6. a), 7. c), 8. c)



Speaking

A party

- 1** p. 100 Ask students to answer the questions. (Answers: Students' own answers.)
- 2** p. 100 Play the recording and ask students to listen and answer the question. (Answer: Dan went to Peter's birthday party.)
- 3** p. 100 Play the recording and ask students to listen and answer the questions. (Answers: 1. Dan met a girl called Greta. 2. She's Norwegian. 3. She is friendly and funny.)
- 4** p. 100 Play the recording again and ask students to listen and check their answers.
- 5** p. 100 Play the recording again and ask students to listen and repeat the dialogue.
- 6** p. 100 Ask students to look at the sentences and say if they describe personality (P), appearance (A) or hobbies (H)? (Answers: 1. P, 2. A, 3. H, 4. A, 5. P)
- 7** p. 100 Ask students to write a short entry on the class blog, describing their birthday party. Tell students to add pictures.



Culture

Famous friendships

- 8** p. 101 Play the recording and ask students to listen and answer the questions. (Answers: 1. He was a famous

adventurer and a hot-air balloonist.
2. Royce was a brilliant engineer.
3. The first Rolls-Royce cost £395.)

- 9** p. 101 Ask students if they know famous friendships in Romania. Encourage students to use the internet in order to look for information.

Unit
8b

Verb and noun collocations

(p. 102-105)

spend time
have fun
tell lies
give advice

Vocabulary

nouns
adjectives
verbs
pronouns
adverbs
tenses

Grammar

- 1** p. 102 Ask students to match the verbs in the box with the pictures. (Answers: 1. give presents/ receive presents, 2. have an argument, 3. give advice/ receive advice, 4. spend money)
- 2** p. 102 Play the recording and ask students to listen and repeat.
- 3** p. 102 Ask students to read and choose the correct word. (Answers: 1. time with/ fun, 2. advice, 3. the truth, 4. money, 5. lie/ argument, 6. present)
- 4** p. 102 Ask students to read and complete the sentences with verbs from exercise 1. (Answers: 1. have, 2. tell, 3. spend, 4. receive, 5. have)

Time adverbs

- 1** p. 103 Ask students to complete the sentences with the words in the box. (Answers: 1. soon, 2. Eventually, 3. before, 4. formerly, 5. previously)
- 2** p. 103 Ask students to read and choose the correct time expression. (Answers: 1. before, 2. as soon as, 3. since, 4. before, 5. previously)

Time clauses

- 3** p. 103 Ask students to look at the table above and identify the time expressions which introduce time clauses. (Answer: when, as soon as, before, once)
- 4** p. 103 Ask students to read and identify the main clause and the time clause in each sentence. (Answers: 1. time clause → While you are dusting the furniture, / you can listen to music. → main clause, 2. main clause → I will tell her about this / as soon as I see her. → time clause, 3. time clause → Before you go to bed, / brush your teeth. → main clause, 4. main clause → Tom will stay at school / until his grandma comes to pick him up. → time clause, 5. time clause → As soon as the door opened, Jim saw the lovely picture. → main clause)



Reading

- 5** p. 102 Ask students to read and listen to the questionnaire and choose the best title. (Answer: c)
- 6** p. 102 Play the recording. Ask students to read the questionnaire and choose the best answers for them. Tell students to work in small groups and compare their answers.

- 5** p. 103 Ask students to read the sentences and put the verbs in brackets into the correct tense. (Answers:
1. gets, 2. leave, 3. visit, 4. finish/ will give, 5. are, 6. see, 7. finish, 8. fixes)

Writing

A formal letter

- 1** p. 104 Play the recording and ask students to listen, read and answer the questions. (Answers: 1. Damien is writing to Young Achievers. 2. He is writing to them to nominate his friend Jemima Downside for a Young Achievers award. 3. Dear Sir/Madam, Although, However, Furthermore, In addition, Yours faithfully.)
- 2** p. 104 Ask students to read the text and find reasons why Damien thinks Jemima should be given the Young Achievers Award. (Answers: Students' own answers.)
- 3** p. 104 Ask students to read the sentences in the table and complete the rules. (Answers: a. although / however, b. furthermore / in addition)
- 4** p. 104 Ask students to rewrite the sentences using the words in brackets. (Answers: 1. Although Tom is a bit eccentric, he's very approachable. 2. Fiona is very thoughtful. However, she's not very reliable. 3. My sister is really good at sport. Furthermore, she's very clever. 4. John can speak five languages. In addition, he's now learning Arabic.)



Progress check

- 1** p. 106 Ask students to complete the sentences with the correct form of the verbs in the box. (Answers: 1. shake, 2. bring, 3. takes off, 4. tell, 5. click, 6. point)
- 2** p. 106 Ask students to match verbs 1–5 with nouns a–e. (Answers: 1. – c), 2. – e), 3. – d), 4. – b), 5. – a)
- 3** p. 106 Ask students to choose the correct words. (Answers: 1. must, 2. doesn't have to, 3. mustn't / have to, 4. don't have to, 5. have to)
- 4** p. 106 Ask students to rearrange the words and write the sentences. (Answers: 1. We must mend the roof. 2. I have to do the washing up this evening. 3. They must leave the country today. 4. You don't have to buy so much food. 5. You mustn't talk so loudly. 6. They have to finish their homework now.)
- 5** p. 106 Ask students to choose the correct answers. (Answers: 1. a), 2. a), 3. a), 4. a), 5. a), 6. c)



Let's have fun!

(p. 107)

Sketch 1

- 1** p. 107 Play the recording and ask students to listen and answer the questions. (Answers:
1. Amy is from Norwich. **2. Jupiter has got three rings.** **3. Amy has got the most points.**)
- 2** p. 107 Ask students to read, listen and check their answers.
- 3** p. 107 Ask students to work in groups and follow the instructions to practise and perform the sketch.



Writing guide

(p. 112-127)

Writing guide 1

A personal profile

Language focus: joining ideas

- 1 p. 112 Ask students to read and complete the sentences with *because*, *so* or *although*. (Answers: 1. although, 2. so, 3. because, 4. although, 5. because, 6. although)
- 2 p. 112 Ask students to read and complete the profile. (Answers: 1. although, 2. so, 3. because, 4. because, 5. so, 6. so, 7. although)
- 3 p. 112 Ask students to read and answer the questions. (Answers: 1. The two girls like talking about music, films and clothes. 2. Katie is good at maths, art and music. 3. At the moment she is painting trees and flowers on the walls of her room. 4. Katie gets jealous of Naomi when she wins at table tennis.)

Writing guide 2

A thank-you letter

Language focus: an informal letter

- 1 p. 114 Ask students to read and match the beginnings with the endings. (Answers: 1. j), 2. b), 3. h), 4. i), 5. g), 6. f), 7. e), 8. a), 9. d), 10. c)

- 2 p. 114 Ask students to read and complete the letter. (Answers: 2. I've got some amazing photos of the party. 3. And thank you for the presents. 4. The T-shirt is really cool too. 5. How do you always choose exactly the right present? 6. School's OK at the moment. 7. How is everything with you? 8. Say hi to Adam and give my love to your parents.)

- 3 p. 114 Ask students to read and answer the questions. (Answers: 1. Alice went to Ben's house because he had a party. 2. Alice gave Ben sunglasses and a T-shirt. 3. Ben's new teacher teaches maths.)

Writing guide 3

A description of an accident

Language focus: time expressions

- 1 p. 116 Ask students to complete the sentences with *suddenly*, *meanwhile* or *then*. (Answers: 1. meanwhile, 2. then, 3. then, 4. suddenly, 5. meanwhile, 6. suddenly)
- 2 p. 116 Ask students to read and complete the text with *suddenly*, *meanwhile* or *then*. (Answers: 1. suddenly, 2. then, 3. meanwhile, 4. then, 5. suddenly, 6. then, 7. then, 8. meanwhile)

- 3** p. 116 Ask students to read and answer the questions. (Answers: 1. Finn and his friends were playing volleyball at the beach. 2. Finn hurt his foot when he stood on a piece of glass. 3. Jude tried to get the glass out of Finn's foot. 4. Finn's cousin, Sam, took him to the hospital.)

Writing guide 4

A competition entry

Language focus: organizing ideas

- 1** p. 118 Ask students to write the sentences in order to make a paragraph and use *Firstly*, *Then*, and *Finally*. (Answers: 2. Firstly we read about their problem in school. 3. Then we had a competition to get some money and we sent the money to the animal protection organization. 4. Finally, we adopted an elephant and gave it a name.)
- 2** p. 118 Ask students to read the competition entry and circle the correct words. (Answers: 1. *Firstly*, 2. *Then*, 3. *Finally*)
- 3** p. 118 Ask students to read the competition entry and match the beginnings to the endings. (Answers: 1. e), 2. f), 3. b), 4. a), 5. d), 6. c)

Writing guide 5

A magazine article

Language focus: *so* and *because*

- 1** p. 120 Ask students to match the pairs of sentences and join them with *so* or *because*. (Answers: 2. There was a lot of rubbish on the beach so our class spent a day cleaning it. 3. I can't do the sponsored swim on Saturday because I'm going away this weekend. 4. They enjoy cooking so they want to help in the kitchens. 5. We're going to have a raffle because it's a good way of raising money. 6. We wanted to raise some money so we had a jumble sale.)
- 2** p. 120 Ask students to complete the article with *so* or *because*. (Answers: 1. *because*, 2. *so*, 3. *because*, 4. *because*)
- 3** p. 120 Ask students to read and answer the questions. (Answers: 1. Riverside School has raised £1500 for WaterAid. 2. The school organized jumble sales, concerts, pet shows sponsored walks and washed cars. 3. Luke Wise raised £1500 after he washed 300 cars.)

Writing guide 6

A description of a journey

Language focus: linkers

- 1** p. 122 Ask students to complete the text with the words in the box. (Answers: 1. *First*, 2. *Then*, 3. *After that*, 4. *Next*, 5. *finally*)
- 2** p. 122 Ask students to read the email and order the events. (Answers: a) 5, b) 3, c) 2, d) 1, e) 4)

- 3** p. 122 Ask students to write the five events in exercise 2 in one paragraph using the linkers *first*, *then*, *next*, *after that* and *finally*. (Answers: 1. First we had breakfast at the station. 2. Then we got on the train to Penzance. 3. Next we got a bus to Land's End. 4. After that we flew to St Mary's. 5. Finally we got a boat to St Martin's.)

Writing guide 7

A film review

Language focus: giving opinion

- 1** p. 124 Ask students to match 1–6 with a–f. (Answers: 1. d), 2. b), 3. f), 4. e), 5. c), 6. a)
- 2** p. 124 Ask students to complete the film review with the words in the box. (Answers: 1. science-fiction, 2. director, 3. stars, 4. story, 5. home, 6. government, 7. cry, 8. communication, 9. recommend, 10. teenagers)
- 3** p. 124 Ask students to read and answer the questions. (Answers: 1. The film *E.T.* came out in 1982. 2. The main actor in the film is Henry Thomas. 3. *E.T.* is short for extra-terrestrial. 4. The film got an Academy Award for the music. 5. The film is about communication. – b)

Writing guide 8

A formal letter

Language focus: linkers of addition and contrast

- 1** p. 126 Ask students to rewrite the sentences using the words in brackets. (Answers: 1. Although I am very interested in languages, I want to be a scientist. 2. I am very happy at my school. However, I would like to experience school in another country. 3. I am keen on drama. Furthermore, I have had big parts in two school plays. 4. I have studied some Japanese on my own at home. In addition, I am now going to a Japanese evening class. 5. I am friendly and outgoing and I like meeting people from different cultures.)
- 2** p. 126 Ask students to read and circle the correct words. (Answers: 1. Although, 2. Furthermore, 3. However, 4. In addition)
- 3** p. 126 Play the recording and ask students to listen and check their answers.
- 4** p. 126 Ask students to read and answer the questions. (Answers: 1. The exchange programme is for secondary schools. 2. Students will be away from their country for a year. 3. The programme helps students with travel costs. 4. The students will pay for the trips at the end of the study year.)

Celebrations around the world

(p. 132-143)

The Big Cheese Festival

- 1** p. 133 Ask students to read and answer the questions. (Answers: 1. The Big Cheese festival celebrates the history, heritage and culture of Caerphilly, a town situated at about seven miles north of Cardiff. 2. It takes place in the last weekend in July. 3. People can enjoy delicious cheese, live music and medieval re-enactments. 4. The most popular contest is the Great Cheese Race. 5. Other activities include re-enactment displays, toe-tapping blues, folk music from leading Welsh and local bands, folk dancing, educational activities, street entertainers, an animal marquee, along with falconry displays, have-a-go archery and living historical encampments.)

Mardi Gras

- 1** p. 135 Ask students to read and choose the best answer for each question: true (T), false (F). (Answers: 1. T, 2. T, 3. F, 4. F, 5. T, 6. F)

Bonfire night

- 1** p. 137 Ask students to read and match the two sentence halves. (Answers: 1. b), 2. c), 3. e), 4. a), 5. f), 6. h), 7. g), 8. d)

Kwanzaa

- 1** p. 139 Ask students to read and choose the right answer. (Answers: 1. b), 2. a), 3. b), 4. b), 5. b)

Flag Day

- 1** p. 141 Ask students to read and identify what the design stands for. (Answers: 1. The blue field on which the stars sit represents justice and perseverance. 2. Fifty stars – each star represents one of the states of the Union – a new constellation just as constellations in the night sky that stand forever. 3. Red stripes represent valour, courage and hardiness. 4. White stripes represent innocence and purity.)

Trooping the Colour

- 1** p. 143 Ask students to read and mark the sentences as Right (R), Wrong (W) or Doesn't Say (DS). (Answers: 1. T, 2. F, 3. F, 4. F, 5. DS, 6. DS)



Final Revision 1

(p. 144-145)

- 1** p. 144 Ask students to read the clues and complete the crossword.

Across: 2. tired, 4. making, 8. worrying, 9. bored, 12. interesting, 14. chat, 15. send, 16. annoying

Down: 1. stick, 3. round, 5. across, 6. funny, 7. frightening, 10. excited, 11. adventurous, 13. generous

- 1** p. 145 Ask students to read and choose the correct words. **Answers:** 1. is, 2. do you know, 3. was, 4. were, 5. playing, 6. studied, 7. was working, 8. invented, 9. built, 10. created, 11. didn't make, 12. works, 13. live, 14. has, 15. gave , 16. came)

- 2** p. 145 Ask students to read and correct the sentences. (**Answers:** 1. He has just finished chatting online. 2. I've been learning French for five years. 3. What were you doing on Saturday night? 4. Were you watching TV at 9pm last night? 5. How long have you been living here? 6. I was having dinner when he arrived.)

- 3** p. 145 Ask students to order the words to make questions. (**Answers:** 1. Do you like playing computer games? 2. What were you doing at 8pm last night? 3. Are you relaxing at the moment? 4. Did your parents buy anything yesterday? 5. Does your English teacher usually speak? 6. Are you doing a sport now?)

- 4** p. 145 Ask students to complete the sentences with the phrasal verbs. (**Answers:** 1. came out, 2. took off, 3. went on, 4. make out, 5. took up)

- 5** p. 145 Ask students to read and choose the correct modal verb. (**Answers:** 1. could, 2. might, 3. have to, 4. should, 5. mustn't)

- 6** p. 145 Ask students to read and choose the subject that agrees with the predicate. (**Answers:** 1. a) 2. a) 3. a) 4. a) 5. a)



Final Revision 2

(p. 146-147)

p. 146 Ask students to read and fill in the gaps with the right words. (Answers: sight, Reef, coastline, sponsored, raffle tickets, sweets, makes, do, exercise, postcard, souvenirs, take, freezing, frightening, exhausted)

- 1 p. 147 Ask students to read and choose the correct words. (Answers: 1. have you ever heard, 2. live, 3. is, 4. are, 5. have known, 6. for, 7. weren't able, 8. became, 9. has been, 10. since, 11. became, 12. rises)
- 2 p. 147 Ask students to read and correct the sentences. (Answers: 1. My dad has been worked here for twenty years. 2. How long do it taken you to get to school. 3. My sister have lived in China since two years. 4. I were tidying my room when the doorbell ring. 5. I've bought a new laptop last month. It has been very cheap.)
- 3 p. 147 Ask students to order the words to make questions. (Answers: 1. How long have you had your mobile phone? 2. Have you ever ben to Paris? 3. Did you buy any clothes last weekend? 4. Have you eaten any chocolate today? 5. Has your mum got a lot of friends? 6. What is your favourite place in Spain?)
- 4 p. 147 Ask students to write sentences using the present continuous, present perfect simple or continuous, past simple or continuous. (Answers: 1. Nicky was watching a DVD when her friend arrived. 2. I am looking for my friends now. 3. He hasn't left yet. 4. Maggie hasn't been swimming since 8 o'clock. 5. They haven't met for two years. 6. While they were swimming they saw a shark.)



Final Revision 3

(p. 148-149)

p. 148 Play the game. (Answers: advice, award, advertisement, band, conversation, effects, festival, impatient, illegal, joke, lie, lyrics, plot, script, soundtrack, tour, truth, unhappy, unfriendly.)

- 1 p. 149 Ask students to read and choose the correct words. (Answers: 1. watch, 2. has, 3. will, 4. is, 5. has to, 6. were watching, 7. wrote, 8. he'll ask, 9. use, 10. is going to, 11. will, 12. sold, 13. must)
- 2 p. 149 Ask students to read and correct the sentences. (Answers: 1. I'll meet you at the cinema at 7pm. 2. If you work hard, you'll pass your exams. 3. They aren't going to go on holiday next summer. 4. If my friend tells me a lie, I will be very unhappy. 5. The phonograph was invented by Thomas Edison.)
- 3 p. 149 Ask students to write questions. (Answers: 1. What are you doing tonight?, 2. Will cinemas change a lot in the future?, 3. What will you do if you have an argument with your best friend?, 4. When were you born?, 5. Do you have to be home before midnight?)
- 4 p. 149 Ask students to put the verb in brackets into the correct tense. (Answers: 1. visit, 2. are, 3. finish, 4. fixes, 5. finish / will give, 6. see)
- 5 p. 149 Ask students to complete the following sentences with *must*, *mustn't*, or a suitable form of *have to*. (Answers: 1. have to, 2. have to, 3. must, 4. mustn't, 5. don't have to)



Let's have fun!

(p. 150)

Sketch 2

- 1** p. 150 Play the recording and ask students to listen and say if the sentences are true or false. (Answers: 1. F -> James has got a new mobile phone., 2. T, 3. T, 4. T)
- 2** p. 150 Play the recording and ask students to check their answers.
- 3** p. 150 Ask students to work in groups of four to practise and perform the sketch.

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