



Teacher's Book

**Klasa 6**

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**Express Publishing**

**Published by Express Publishing**

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Berkshire RG19 6HW, United Kingdom**

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Design and Illustration © Express Publishing, 2019

First published 2019

Made in EU

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ISBN 978-1-4715-7921-9

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# Introduction to the Teacher

*Flash 6* is a modular course for learners studying British English at CEFR Level A1+/A2. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*Flash 6* consists of six modules. Each module consists of six lessons plus CLIL sections, Project Time, Presentation Skills & Values and Progress Check. The corresponding module in the Workbook provides the option of additional practice.

## COURSE COMPONENTS

### Student's Book

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

### Workbook

The **Workbook** contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English, Reading, Listening and Writing. All the exercises in the Workbook are marked with graded level of difficulty (\*, \*\*). The **Fun Time** section appears at the end of the book and reviews the modules in a fun way. It includes games that revise information presented in the module. It also has songs that are connected to the themes of the modules. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily. At the end of the book, there is a list of irregular verbs students can refer to.

### Teacher's Book

The **Teacher's Book** contains step-by-step lesson plans and suggestions on how to present the material. It also includes answers to the exercises in the Student's Book & the Workbook, the audioscripts of all the listening material as well as evaluation sheets.

### Class Audio CDs

The **Class Audio CDs** contain all the recorded material which accompanies the course. This includes the monologues/dialogues and texts in the Listening and Reading sections as well as the Pronunciation/Intonation section in the Student's Book, and songs in the Workbook.

### IWB

The **IWB** contains all the material in the Student's Book, Teacher's Book and Audio CDs and aims to facilitate lessons in the classroom. It also contains grammar presentation of all the grammar structures in the Student's Book as well as **videos** tightly linked to the texts

in the course and activities for Ss to further practise their English and expand their knowledge as well as **games** for students to revise vocabulary and grammar taught.

### ieBook

The **ieBook** contains all the material in the Student's Book and is the Ss' interactive study partner. It also contains videos and games as well as a complete interactive dictionary.

### Digibook application

The **Digi app** contains all the material in the Workbook and helps students monitor their progress and improve their stats, which are recorded and stored so that they can be accessed at any time.

## ELEMENTS OF THE COURSEBOOK

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

### Each module contains the following sections:

#### Vocabulary

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

#### Reading

Each module contains reading texts, such as: dialogues, articles, blog entries, postcards, emails, etc. These allow skills, such as reading for gist and reading for specific information, to be systematically practised.

#### Grammar

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

#### Listening

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

#### Speaking

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

#### Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues also

present useful expressions so that students can practise everyday English.

### Pronunciation/Intonation

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

### Writing

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, notes, postcards and emails. This progress from short sentences to paragraphs and finally to full texts, allows students to gradually build up their writing skills.

### CLIL/Culture Spot

Each unit contains a CLIL/Culture Spot section.

- In each **Culture Spot** section, Ss are provided with cultural information about aspects of English speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learnt and compare it to the culture of their own country.
- Each **CLIL** section enables Ss to link the themes of the unit to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learnt throughout the unit.

### Progress Check

This section appears at the end of each module, and reinforces students' understanding of the topics, vocabulary and structures that have been presented in the module. A *Competences marking scheme* at the end of every **Progress Check** section allows students to evaluate their own progress and identify their strengths and weaknesses.

### Translation Section

In this section, Ss translate words/phrases related to the grammar presented in the modules into English. Each exercise in this section can be completed by students upon completion of the respective module.

### Festivities

This section aims to develop Ss' cultural awareness providing them with information about festivities and celebrations in English-speaking countries. The texts are followed by fun activities and games to give Ss the opportunity to process the information they have learnt.

### Vocabulary practice

This section presents the main vocabulary of the Student's Book in themes. The Ss have the chance to revise the Key Vocabulary of each module through fun activities. Each page of this section can be completed by the Ss upon completion of the respective module.

### Grammar Reference

This section offers full explanations and review of the

grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

### Punctuation Rules

This section presents the main punctuation rules Ss at this level should follow. There are clear explanations and examples to reinforce Ss' understanding.

### Irregular Verbs

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

### Word List

A complete **Word List** contains the new vocabulary presented in each module, listed alphabetically, with a phonetic transcription. Ss can write the explanation of each word.

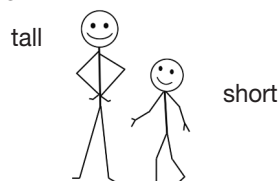
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

Much of the new vocabulary in *Flash 6* is presented through pictures. Ss are asked **to match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 7, Ex. 4.*)

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


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



- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.

- **Use of a Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

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

**Note:**  sections can be treated as follows: Go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

## B Choral & individual repetition

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

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

## C Listening & Reading

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

- **Listening for detail.** Ss listen for specific information. (*See Student's Book, Module 2, p. 31, Ex. 7*)
- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 3, p. 38, Ex. 1b. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the dialogue.*)
- **Reading for detail.** Ask Ss to read for specific information. (*See Student's Book, Module 5, p. 70, Ex. 2. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

## Note: VIDEOS

Main texts in the Student's Book are accompanied by videos that are included in the IWB and eBook. The videos can be watched after Ss have read the text. Activities that accompany the videos can be done in class or assigned as HW.

## D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (*See Student's Book, Module 2, p. 27, Ex. 3 where Ss use the same structures to act out a dialogue.*)
- Ss are led to free speaking activities. (*See Student's Book, Module 3, p. 42, Ex. 2 where Ss are provided with the necessary lexical items and structures and are asked to act out their dialogue.*)

## E Writing

All writing tasks in *Flash 6* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task so that Ss are fully aware of **why** they are writing and **who** they are writing to. (*See Student's Book, Module 5, p. 79, Ex. 7. Ss are asked to write an email.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

## F Assigning homework

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

Commonly assigned tasks include:

**Copy** – Ss copy an assigned extract;

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

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

**Reading Aloud** – Assisted by the digital application, Ss practise at home in preparation for reading aloud in class;

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

## G Correcting students' work

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

- **Oral accuracy work:**

Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.

- **Oral fluency work:**

Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

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

## H Class organisation

### • Open pairs

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an **example** of how a task is done. (See *Student's Book, Module 6, Ex. 3 on p. 85.*)

### • Closed pairs

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See *Student's Book, Module 6, Ex. 4 on p. 91.*)

### • Stages of pairwork

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

### • Group work

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

### • Rolling questions

Ask Ss one after the other to ask and answer questions based on the texts.

## I Improving pronunciation

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

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence/exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.

## J Using L1 in class

Use L1 in moderation and only when necessary.

## ABBREVIATIONS

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

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

## Key to symbols used in the Student's/Teacher's Books



Do not write

 audio



monologue



pairwork



groupwork



words to be explained using the context each appears in



Note

writing tips; vocabulary items; tips to help Ss become autonomous learners



Grammar

grammar explanations



research



Think sections to develop Ss' critical thinking skills



short texts to familiarise Ss with the culture of the English-speaking countries, and develop cross-cultural awareness



VALUES

sections to help Ss develop critical thinking skills & values



sections that link the themes of the module to a subject from the school curriculum

Competences

sections at the end of each Progress Check for Ss to evaluate themselves



# Module 1 Our World

## Topic

In this module, Ss will explore the topics of geographical features, shapes, types of buildings, places to live and features of the countryside/city.

## Module page

4-5

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for geographical features, to talk about geographical features

**Vocabulary:** Geographical features (*river, beach, cave, lake, desert, valley*)

## 1a Reading

6-7

**Lesson Objectives:** To listen and read for gist, to read for specific information (multiple matching), to learn vocabulary for types of buildings, to revise/practise the possessive case ('s/s' - of), to learn prepositional phrases, to talk and write about a famous building in your country

**Vocabulary:** Types of buildings (*lighthouse, palace, bank, factory, skyscraper, aquarium*); Nouns (*roof, trunk, tusk, dining room, meeting room*); Adjective (*strange*)

## 1b Grammar

8-9

**Lesson Objectives:** To learn/revise the present simple, the present continuous, adverbs of frequency and stative verbs

## 1c Vocabulary

10

**Lesson Objectives:** To learn vocabulary for places to live, to express an opinion about country life vs city life

**Vocabulary:** Countryside (*quiet, no public transport, friendly people, clean air, not much entertainment, not many jobs, fresh food, little traffic, not close to shops*); City (*lots of schools & universities, heavy traffic, good public transport, theatres & cinemas, lots of shops & malls, lots of jobs, pollution, crowds of people, tall buildings, lots of services*); Adjectives (*stressful, exciting, relaxing, interesting, boring, healthy, difficult*)

## 1d Everyday English

11

**Lesson Objectives:** To listen and read for specific information, to role play a dialogue making plans, to learn stress in three-syllable words

## 1e Grammar

12-13

**Lesson Objectives:** To learn/practise the (to-) infinitive/-ing form

## 1f Across Cultures

14-15

**Lesson Objectives:** To listen and read for gist, to read for specific information (R/W/DS), to create/present an imaginary city/village, to listen for specific information (gap fill), to write an article about a city; to write about a city in one's country that has appeared in a film

**Vocabulary:** Nouns (*bat, population, neighbourhood, path, cart*); Adverb (*safely*)

## 1 CLIL (Citizenship)

16

**Lesson Objectives:** To listen and read for gist, to make a leaflet about Green Neighbourhood Day

**Vocabulary:** Phrases (*raise awareness, recycled art, recyclable material*); Verb (*breathe*)

## Flash Time 1

17

**Lesson Objectives:** To talk and write about an ideal neighbourhood, to give a presentation on an ideal neighbourhood, to learn/talk about the value of cooperation

## Progress Check 1

18-19

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to listen for key information, to read for specific information, to match exchanges, to write a blog entry



## What's in this module?

Go through the **What's in this module?** box and tell Ss that these are the topics, skills and activities this module will cover.

### 1 To present vocabulary for geographical features

- Direct Ss' attention to the pictures.
- Ask Ss to read the gapped sentences and then give them time to complete the gaps with the words in the list.
- Check Ss' answers.

#### Answer Key

- |         |          |         |
|---------|----------|---------|
| 1 Lake  | 3 Desert | 5 river |
| 2 beach | 4 valley | 6 cave  |

### 2 To talk about geographical features

Ask various Ss around the class to tell the rest of the class about geographical features in their country.

#### Suggested Answer Key

*In Poland, we have got all these geographical features – even a desert! You can go kayaking on Śniardwy, the largest lake in Poland, or try sailing, windsurfing or kite-surfing on the beaches of the Hel Peninsula. Visit the Błędów Desert to watch the beautiful sunset or go hiking in the Kościeliska Valley. You can go on a boat cruise on the Vistula River and explore Smocza Jama, Poland's most famous cave.*

## 1a • Reading

### 1 To listen and read for gist

- Ask Ss to look at the buildings in the pictures and elicit what they look like and what shapes Ss can see. Read out the **Note** box to provide Ss with the relevant vocabulary (*triangular, round, rectangular, square*). Then elicit Ss' guesses as to what they are used for.
- Play the recording. Ss listen and read to find out.
- Check Ss' answers around the class.

#### Suggested Answer Key

*The building on the left looks like a robot. The building on the right looks like an elephant. In the robot building, I can see two round windows and lots of rectangular windows. There are also round screws on the side of the building. In the elephant building, I can see a round*

*window, lots of square windows, a rectangular 'ear' and a rectangular 'tusk'.*

*People use the elephant building as offices and it has a shopping mall and apartments. The robot building is a bank with a dining and meeting room.*

### 2 To read for specific information

- Ask Ss to read the questions.
- Then give Ss time to read the text again and answer the questions.
- Check Ss' answers and then elicit explanations for the words in bold.

#### Answer Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 E | 2 R | 3 R | 4 E |
|-----|-----|-----|-----|

#### Suggested Answer Key

**design:** to create the plan of sth

**certainly:** for sure

**surprise:** shock

**make up:** to form the whole of sth

**round:** having the shape of a circle

**stand:** to have an upright position

**bank:** a financial institution

**idea:** a thought about doing something in a new way

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 3 To express an opinion

Read out the question. Give Ss time to consider their answers and then elicit answers from Ss around the class.

#### Suggested Answer Key

*The elephant building is the most impressive to me because I think it was far more difficult to build. Also, I'm impressed by the extra features it has, such as the tusks, which really make it look like an elephant.*

### 4 To present vocabulary for types of buildings

- Ask Ss to look at the pictures (A-F) and then read the definitions (1-6).
- Give Ss time to match the buildings to their definitions and then check Ss' answers around the class.

# Module 1

## Answer Key

- 2 C A bank is a place where you can keep your money.
- 3 A A lighthouse is a tall building near the coast that has a light to guide ships at sea.
- 4 E A skyscraper is a tall building with lots of offices or flats in a city.
- 5 D A factory is a place with machines used to make goods.
- 6 F An aquarium is a building where you can see tropical fish.

## 5 To practise the possessive case

- Ask Ss to read the **Grammar** box.
- Elicit answers from Ss around the class.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- 1 's      2 's      3 's      4 ', of

## 6 To practise prepositional phrases

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

## Answer Key

- 1 in      2 for      3 about      4 at, with

- Ask Ss to start a Prepositions section in their notebook and list all words that go with prepositions in alphabetical order. Ss can also write an example sentence. Ss add items as they go through this book. Ask Ss to revise regularly.

## 7 To give a presentation on a famous building in one's country

- Ask Ss to research online and collect information about a famous building in their country and make notes under the headings.
- Give Ss time to prepare a presentation using their notes.
- Then ask various Ss to present their building to the class.
- Alternatively, assign the task as HW and ask Ss to present their buildings in the next lesson.

## Suggested Answer Key

**name:** Pyramida Hotel

**type of building:** five-star hotel

**location:** by Paprocańskie Lake in Tychy, Poland

**size:** 63 rooms

**shape:** pyramid (a 3D triangle)

**unique features:** long rectangular windows from top to bottom, swimming pool, architect got the idea from Great Pyramid of Giza, but hotel is five times smaller

The Pyramida Hotel is a five-star hotel by Paprocańskie Lake in Tychy, Poland. It has got 63 rooms and is in the shape of a 3D triangle, or a pyramid. It has got long rectangular windows from the top of the building to the bottom and a swimming pool inside. The architect got the idea from the Great Pyramid of Giza, but the Pyramida Hotel is five times smaller.

## 1b • Grammar

### 1 To present/practise the present simple

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and uses.  
(Do you have: general truth, have: habit/routine) Elicit the forms and uses of the tense.
- Go through the theory with Ss. Ask Ss to give more examples using the Present Simple.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- 1 visit      4 Does the museum close  
2 have      5 don't go  
3 loves

### 2 To practise the present simple

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

## Answer Key

- 1 designs      4 doesn't like  
2 Does your dad work      5 Do you know  
3 live

### 3 To practise the adverbs of frequency

- Ask Ss to study the **Grammar** box.
- Explain that adverbs of frequency go before the main verb, but after the verb to be.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- 1 usually go \_      4 \_ are never  
2 \_ isn't often      5 seldom visits \_  
3 always stay \_

## 4 **Aim** To present/practice the present continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and uses. (*Are you doing*: action around the time of speaking – *'m going*: happening now.) Elicit the forms and uses of the tense.
- Go through the theory with Ss. Ask Ss to give more examples using these tenses.
- Explain the task and give Ss time to complete it.

### Answer Key

- 1 *is travelling*                      3 *are always taking*  
2 *isn't giving*                    4 *is spending*

## 5 **Aim** To practise the present simple and the present continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit reasons.

### Answer Key

- 1 *Does Mia usually study (habit/routine), is doing (action happening now)*  
2 *Is Jack playing (action happening around the time of speaking), often plays (habit/routine)*  
3 *are you doing (action happening around the time of speaking), 'm reading (action happening now)*  
4 *Does the library open (programmes and timetables), never opens (programmes and timetables)*

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

- Ask Ss to study the **Grammar** box.
- Explain that stative verbs (*i.e. verbs that describe a state not an action*) don't usually have continuous forms (*e.g. I love ice cream. NOT: I'm loving ice cream*).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- 1 a *don't think (don't believe)*  
b *is thinking (is considering)*  
2 a *has (possesses)*  
b *is having (is eating)*  
3 a *is smelling (is sniffing)*  
b *smell (can detect with my nose)*  
4 a *are seeing (are meeting)*  
b *see (understand)*

## 1c • Vocabulary

### 1 **Aim** To present vocabulary for places to live

- Ask Ss to read through the vocabulary in the boxes and explain/ elicit the meanings of any unknown words.
- Then ask Ss to copy the table into their notebooks and complete it with the vocabulary in the boxes.
- Check Ss' answers on the board and elicit any further ideas from Ss around the class.

### Answer Key

	<b>Life in the countryside</b>	<b>Life in the city</b>
<b>Positive</b>	<i>quiet, friendly people, clean air, fresh food, little traffic (safe streets)</i>	<i>lots of schools &amp; universities, good public transport, theatres &amp; cinemas, lots of shops &amp; malls, lots of jobs, lots of services (near hospitals)</i>
<b>Negative</b>	<i>no public transport, not much entertainment, not many jobs, not close to shops (school far away)</i>	<i>heavy traffic, pollution, crowds of people, tall buildings (lots of crime)</i>

### 2 **Aim** To practise new vocabulary and revise/ learn adjectives

- Explain the task and read out the example.
- Explain/Elicit the meanings of any unknown adjectives.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

### Suggested Answer Key

*Life in the city can be exciting because there are theatres and cinemas.*

*Life in the countryside can be relaxing because there is little traffic.*

*Life in the city can be interesting because there are lots of services.*

*Life in the countryside can be boring because there isn't much entertainment.*

*Life in the countryside can be healthy because there is clean air.*

# Module 1

*Life in the city can be difficult because there are crowds of people.*

## 3 Think **Aim** To express an opinion

Give Ss time to consider their answers and then ask various Ss to tell the class.

### Suggested Answer Key

*I think the countryside is the best place for me to live because of the quiet and calm way of life. I would enjoy the beautiful scenery and the clean air, and it would be nice to live around friendly people, too.*

## 1d • Everyday English

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

- Ask Ss to read the first two exchanges and elicit their guesses as to where the speakers decide to go.
- Give Ss time to look up the meanings of the **Check these words** box.
- Play the recording. Ss listen and read to find out.

### Answer Key

*The friends decide to go to London and Bath at the weekend.*

### 2 **Aim** To act out a dialogue

- Give Ss time to take roles and act out the dialogue in closed pairs.
- Pay attention to Ss' pronunciation and intonation.

### 3 **Aim** To practise making suggestions

- Read out the **Note** box and tell Ss this is the useful language for making suggestions and it will help them complete the task. Elicit whether there are similar structures in Polish.
- Give Ss time to complete the sentences referring to the **Note** box as necessary.
- Check Ss' answers.

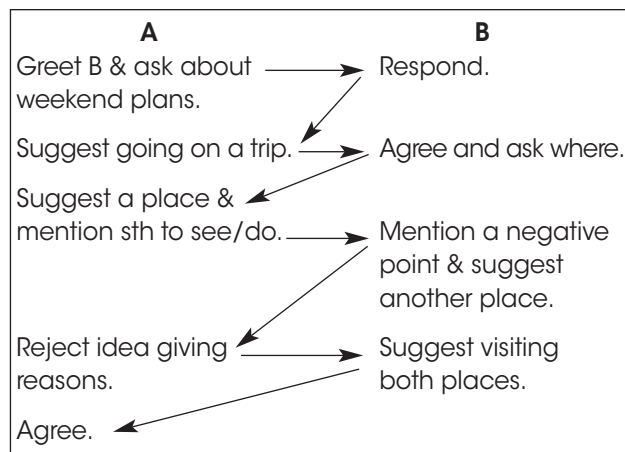
### Answer Key

- |         |            |      |
|---------|------------|------|
| 1 going | 3 eat      | 5 do |
| 2 take  | 4 visiting |      |

### 4 **Aim** To role play a dialogue making plans

- Explain the situation.
- Tell Ss that they can use the reviews and the accompanying vocabulary to complete the task.

- Remind Ss that they can use the dialogue in Ex.1 as a model.
- Write this diagram on the board for Ss to follow.



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

### Suggested Answer Key

A: Hey Andy, what are you doing this weekend?

B: Not a lot. Why?

A: We could go on a day trip somewhere.

B: That sounds good. Where do you want to go?

A: How about Manchester? It's got lots of entertainment like the Whitworth Art Gallery and the National Football Museum.

B: Mmm, Manchester has really heavy traffic, though. How about visiting Buxton? There are great parks there with beautiful scenery which are very relaxing.

A: That's true, but Buxton is too quiet for me. I'd prefer somewhere more exciting.

B: Why don't we go on a two-day trip? We can have one day in Manchester to have fun and one day in Buxton to relax.

A: Now that's a brilliant idea!

## Pronunciation

### **Aim** To practise 3-syllable word stress

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit the syllable with the main stress.

### Answer Key

- |           |              |             |
|-----------|--------------|-------------|
| 1 museum  | 3 attraction | 5 exciting  |
| 2 gallery | 4 engineer   | 6 yesterday |

## 1e • Grammar

### 1 To present/practise (to-) infinitive

- Ask two Ss to read the cartoon aloud. Elicit what we use after *want* (to-inf), *can't* (inf without *to*: modal), *promise* (to-inf). Tell Ss various verbs. Ss say what we use after each verb to-inf or inf without *to*. Suggested list: *manage, might, offer, ask, would prefer*, etc.
- Go through the theory with Ss.
- Then give Ss time to complete the task.
- Check Ss' answers and elicit reasons from Ss around the class.

#### Answer Key

- 1 *to book*, (verb: *plan* – to-inf)
- 2 *find*, (modal verb: *should* – inf without *to*)
- 3 *to sit*, (verb: *would like* – to-inf)
- 4 *to meet*, (verb: *promise* – to-inf)
- 5 *go*, (modal verb: *can't* – inf without *to*)
- 6 *to leave*, (verb: *need* – to-inf)
- 7 *wait*, (modal verb: *can* – inf without *to*)
- 8 *to travel*, (verb: *want* – to-inf)

### 2 To practise the (to-) infinitive

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

#### Answer Key

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1 <i>go</i>       | 4 <i>try</i>     | 7 <i>spend</i>    |
| 2 <i>to get</i>   | 5 <i>drive</i>   | 8 <i>to watch</i> |
| 3 <i>to speak</i> | 6 <i>to help</i> |                   |

### 3 To present/practise the -ing form

- Ask two Ss to read the cartoon aloud. Elicit what we use after *looking forward to* (-ing form), *love* (-ing form). Tell Ss various verbs and expressions.
- Go through the theory with Ss.
- Ask Ss what we use after each verb or expression: (to)-inf or -ing form. Suggested list: *agree, may, avoid, enough, like, would love, can't stand*, etc.
- Then give Ss time to complete the task.
- Check Ss' answers and elicit reasons from Ss around the class.

#### Answer Key

- 1 *going*, (verb: *suggest* – ing form)
- 2 *bring*, (modal verb: *shouldn't* – inf without *to*)
- 3 *preparing*, (expression: *be busy* – ing form)
- 4 *to travel*, (verb: *would love* – to-inf)

- 5 *sightseeing*, (verb: *go* – talk about activity – ing form)
- 6 *to explore*, (verb: *plan* – to-inf)

### 4 To practise (to-) infinitive /-ing form

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

#### Answer Key

- |                            |                            |
|----------------------------|----------------------------|
| 1 <i>to come, visiting</i> | 4 <i>leave, to get</i>     |
| 2 <i>to show, go</i>       | 5 <i>trying, eating</i>    |
| 3 <i>be, wait</i>          | 6 <i>to relax, to swim</i> |

### 5 To practise (to-) infinitive /-ing form

- Explain the task and read out the example.
- Ask Ss to work in pairs and complete the task.
- Monitor the activity around the class.

#### Suggested Answer Key

*I like relaxing by the pool. I love trying local dishes.  
I hate buying souvenirs. I dislike going sightseeing.  
I avoid taking taxis. I would love to visit a museum.  
I look forward to going on guided tours.*

## 1f • Across Cultures

### 1 To listen and read for gist

- Ask Ss to read the title and look at the pictures.
- Elicit Ss' guesses about the places and who lives there.
- Play the recording. Ss listen and read to find out.

#### Suggested Answer Key

*Gotham City is where Batman/Bruce Wayne lives. Batman is the superhero character from comics, TV shows and films. The city is dark and dangerous and full of bad people.  
Hobbiton is a village in Middle-earth from J.R.R. Tolkien's fantasy books 'The Lord of the Rings' and 'The Hobbit'. The hobbits live there.*

### 2 To read for specific information

- Ask Ss to read the statements.
- Then give Ss time to read the texts again and mark the statements accordingly.
- Check Ss' answers.

#### Answer Key

- |     |     |      |      |     |     |
|-----|-----|------|------|-----|-----|
| 1 W | 2 R | 3 DS | 4 DS | 5 W | 6 R |
|-----|-----|------|------|-----|-----|
- Give Ss time to look up the meanings of the **Check these words** box.
  - Play the video for Ss and elicit their comments.



# Module 1

## 3 To create an imaginary city/village

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

### **Suggested Answer Key**

*Stratton is a small town in the fantasy land of Jubilee. People there use horses and donkeys to get around. People live in houses made from mud and sticks. They aren't poor, but they have very simple lives.*

## 4 To listen for specific information (gap fill)

- Explain the task and ask Ss to read the gapped text.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

### **Answer Key**

1 centre                      3 Palaces                      5 museums  
2 8.5 million                4 Palace

## 5 To consolidate information

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on Ex. 4 following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

### **Suggested Answer Key**

A: What is the population of the city?

B: It's 8.5 million people.

A: What is the nickname of the city?

B: It's The City of Palaces.

A: What sights are there?

B: The Angel of Independence and the Palace of Fine Arts.

A: What activities can you do there?

B: You can visit art galleries, museums and traditional markets.

## 6 To write an article about a city

- Read out the task and the **Note** box and explain that this tip will help Ss to complete the task successfully.
- Give Ss time to research online and collect information about a city in their country and make notes under the headings provided.

Then give Ss time to use their notes to write a short travel article about it.

- Ask various Ss to read their articles to the class.
- Alternatively, assign this task as HW and check Ss' answers in the next lesson.

### **Suggested Answer Key**

**name:** Sopot

**where it is:** in the north east of Poland, on the coast

**population:** 37,000

**what visitors can see and do:** visit the Crooked House, go swimming at the beach, go on a pirate boat cruise

*Sopot is a famous and beautiful city. It is in the north east of Poland, on the coast, and it has got a population of 37,000 people. It is very popular in summer. A lot of visitors come to spend time on the sandy beaches and go swimming in the sea. They enjoy visiting the Crooked House and some go on pirate boat cruises.*

## **Culture Spot (develop research skills)**

Read out the box and then give Ss time to research online and find out information about a place in their country that has appeared in a film. Ask Ss to present the places to the class.

### **Suggested Answer Key**

*Poland is a famous film location for war films such as 'Schindler's List' and 'The Pianist', but its beautiful landscape appears in lots of other films, too. In 'The Chronicles of Narnia: The Lion, The Witch and The Wardrobe', the Pevensie children walk through the fantasy land of Narnia to find Aslan, but it's really the Tatra Mountains in Poland! In the second film, 'Prince Caspian', we see the caves and valleys of Błędne Skąły and Karkonoski National Park. Prince Caspian's army hides here in the famous Kamienny Gorge. Poland is a very beautiful country, so it's no surprise that you can see it on the big screen!*

## **1 • CLIL (Citizenship)**

### 1 To predict the content of a text, to listen and read for gist

- Ask Ss to look at the advert and elicit Ss' guesses in answer to the questions.
- Play the recording. Ss listen and read to find out if their guesses were correct.

## Suggested Answer Key

The advert is for an environmental awareness day. Events include an exhibition of recycled art and tree planting.

### 2 To provide an alternative title

Elicit Ss' suggestions from around the class.

## Suggested Answer Key

GET READY TO GO GREEN on 28th June

### 3 To consolidate phrasal verbs

- Ask Ss to read the phrasal verbs in bold.
- Give Ss time to match them to the synonyms in the list.
- Check Ss' answers.

## Answer Key

**check out** – look at

**drop off** – take something somewhere and leave it there

**pick up** – collect

**cut down on** – reduce

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments.

### 4 To expand the topic

- Read out the rubric and give Ss time to consider their answers.
- Then ask various Ss to share their answers with the rest of the class.

## Suggested Answer Key

I think there could be a bike ride to encourage people to get around without their cars.

### 5 To make a leaflet

- Explain the task and ask Ss to work in small groups and research online for suggestions about what people can do to make their neighbourhood green.
- Then give Ss time to prepare a leaflet covering all the points mentioned.
- Alternatively, assign the task as HW.
- Display the leaflets around the classroom.

## Suggested Answer Key

### Green Neighbourhood Saturday

There are lots of ways to make our neighbourhood green!

- Using electricity means burning fossil fuels so we should all try to cut down. Turn off the lights

when you're not in a room and don't leave your computer on all night.

- We often don't think about it, but there are water shortages around the world, so we should be careful about the amount we use. Don't use a hosepipe to clean your balcony or yard, turn off the tap when you're brushing your teeth, and have showers instead of baths.

- Most of what ends up in our bins is the packaging that our food comes in. But if you make smart choices you can cut down on the amount of food packaging that you put in the rubbish. For example, you could shop at farmers' markets and choose supermarket items that have as little packaging as possible.

## Flash Time • 1

### 1 To draw a map of one's ideal neighbourhood

- Ask Ss to work in small groups and research online about great neighbourhoods and collect ideas about their ideal neighbourhood for each of the aspects listed.
- Have Ss draw a map and tell their ideas to the rest of the class.

## Suggested Answer Key

My ideal neighbourhood is a place where the streets have wide pavements and bicycle lanes. There are brick houses with grey roofs. There is a park with a playground for kids, too. People say hello to each other and they feel safe. It has a good public transport system, too. It's a place where there are lots of other facilities. There is a supermarket, a post office, a cinema and a gym. There are some nice cafés, too.

### 2 To listen for specific information

Play the recording. Ss listen and make notes. Then elicit which of the ideas in the recording were the same as their ideas.

## Suggested Answer Key

The recording mentions wide streets and people talking to each other and feeling safe. These are also some of the features of my ideal neighbourhood.

### 3 To give a presentation on one's ideal neighbourhood

Give Ss time to prepare their presentation and then ask various Ss to present their ideal neighbourhoods to the class.



# Module 1

## Suggested Answer Key

Good morning everyone! What does your neighbourhood look like? Is it in a busy city or in a quiet village? My ideal neighbourhood is a place in the city where people feel comfortable and safe. There are wide streets, beautiful buildings and a good public transport system. There are lots of facilities such as a supermarket, a post office, a cinema and a gym. Children play in the park while older people enjoy walking or reading their favourite book there in the mornings. Police officers patrol my neighbourhood, so everyone feels safe. Would you like to live in my ideal neighbourhood? I would. Thanks for listening.

### 4 a) To discuss the value of cooperation

- Ask Ss to read the statements and discuss which ones they agree/disagree with in pairs.
- Then ask various Ss to tell the class.

## Suggested Answer Key

I agree that working together is fun, it brings people together, it encourages people to talk, it means everyone makes decisions, and it makes the work easier. I disagree that it leads to more mistakes or that it takes more time.

### b) To express an opinion

Give Ss time to consider their answers and then ask various Ss to tell the class.

## Suggested Answer Key

I think people should work together because more people means more ideas and less work because everyone shares it.

## Progress Check 1

- |                     |                 |
|---------------------|-----------------|
| 1 1 cave            | 4 bank          |
| 2 aquarium          | 5 rectangular   |
| 3 beach             |                 |
| 2 1 traffic         | 4 neighbourhood |
| 2 population        | 5 path          |
| 3 transport         |                 |
| 3 1 never walks     | 4 are staying   |
| 2 Do you need       | 5 is thinking   |
| 3 is always talking |                 |

- |                           |              |            |     |     |
|---------------------------|--------------|------------|-----|-----|
| 4 1 Julia's               | 4 men's      |            |     |     |
| 2 windows of the building | 5 Tom's bike |            |     |     |
| 3 Sue and Tim's           |              |            |     |     |
| 5 1 cooking               | 3 going      | 5 to visit |     |     |
| 2 hire                    | 4 take       |            |     |     |
| 6 1 in                    | 3 for        | 5 at       |     |     |
| 2 about                   | 4 with       |            |     |     |
| 7 1 west                  | 3 294        | 5 8        |     |     |
| 2 57                      | 4 website    |            |     |     |
| 8 1 W                     | 2 R          | 3 DS       | 4 W | 5 R |
| 9 1 e                     | 2 a          | 3 d        | 4 b | 5 c |

- 10 Hi readers,  
I'm back! I know my last entry was a month ago, but I've got a good reason. Let me tell you about it. I don't live in a little village now; we've got a new house in Warsaw. There are a lot of people here! In fact, Warsaw is the capital city of Poland and has got a population of 1.7 million people! There is so much to see and do. I live in Mokotów, a trendy area, and I love going for walks. There are lots of shops, restaurants and cafés to visit. The School of Economics is here, and the Królikarnia Palace, too. There's a lot of heavy traffic, so the air isn't very clean, but there are lots of interesting things to see!  
I really like life in Warsaw. What's the place you live in like? Leave a comment!

## Competences

Ask Ss to assess their own performance in the module by drawing stars according to how competent they feel for each of the listed activities.

# Truth or Legend? Module 2

## Topic

In this module, Ss will explore the topics of landmarks & materials, the weather, natural disasters and feelings.

## Module page

20-21

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for landmarks & materials, to read for cohesion and coherence, to listen for specific information, to act out dialogues about landmarks & materials

**Vocabulary:** Landmarks & Materials (*bricks, stone, metal, concrete, marble*)

## 2a Reading

22-23

**Lesson Objectives:** To listen for gist, to read for specific information (multiple choice), to learn vocabulary for weather, to revise prepositions of place and movement, to consolidate information in a text, to write about a myth related to weather

**Vocabulary:** Weather (*snow, ice, storm, fog, wind, rain, cloud, sun*); Nouns (*competition, angel, spirit, doorstep, smoke*); Phrase (*feel sorry*); Adjective (*wet, dry*); Verbs (*ring*)

## 2b Grammar

24-25

**Lesson Objectives:** To revise/practise the past simple, to learn subject/object questions

## 2c Vocabulary

26

**Lesson Objectives:** To learn vocabulary for natural disasters & feelings, to talk about natural disasters & feelings, to talk/write about a natural disaster that has occurred in your country

**Vocabulary:** Natural Disasters (*tsunami, earthquake, flood, fire, tornado*); Feelings (*afraid, terrible, nervous, surprised, tired, worried, brave, bored, scared, wrong*)

## 2d Everyday English

27

**Lesson Objectives:** To complete a dialogue, to role play a dialogue narrating an experience, to learn intonation when expressing shock/surprise

## 2e Grammar

28-29

**Lesson Objectives:** To learn/practise the past continuous, to practise the past simple vs the past continuous

## 2f Across Cultures

30-31

**Lesson Objectives:** To listen and read for specific information (multiple choice), to form adjectives (*-ing/-ed*), to listen for specific information (multiple choice), to write a story

**Vocabulary:** Nouns (*midnight, aftershock, emergency services, destruction*); Verbs (*shake, rush*); Phrasal Verb (*take off*); Phrase (*live to tell the tale*)

## 2 CLIL (History)

32

**Lesson Objectives:** To read and listen for key information (matching headings), to talk about the achievements of ancient Rome

**Vocabulary:** Nouns (*achievement, route, accomplishment, concrete, lime*); Adjective (*eternal*); Verbs (*cover, control, dry*)

## Flash Time 2

33

**Lesson Objectives:** To create a poster, to give a presentation on an achievement of the 20th century, to learn about/discuss the value of achievement

## Progress Check 2

34-35

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to practise everyday English, to read for specific information, to listen for specific information, to write a story

## Module 2

### What's in this module?

Go through the **What's in this module?** box and tell Ss that these are the topics, skills and activities this module will cover.

#### 1 To present/practise vocabulary for landmarks & materials; to read for cohesion & coherence

- Ask Ss to look at the pictures and read the list of words.
- Give Ss time to read the texts and fill in the words from the list.
- Check Ss' answers.
- Play the video for Ss and elicit their comments at the end.

##### Answer Key

- |          |            |         |
|----------|------------|---------|
| 1 stone  | 3 bricks   | 5 metal |
| 2 marble | 4 concrete |         |

#### 2 To listen for specific information

- Ask Ss to read the texts again and guess which statements are true/false.
- Play the recording. Ss listen and check.

##### Answer Key

- 1 The islanders made the Moai between 1250 and 1500 AD. **(True)**
- 2 Phidias designed the Parthenon. **(True)**
- 3 The ancient Persians used Yakhchāl to keep ice frozen even in the middle of summer. **(True)**
- 4 Trajan's Market was the world's first shopping mall. **(False)**
- 5 The Maya used metal tools to build the Temple of Kukulkan. **(False)**

#### 3 To act out dialogues

- Explain the task and ask two Ss to model the example.
- Then ask Ss to act out dialogues about the landmarks' materials in pairs following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

##### Suggested Answer Key

- A: What did they use to make the Parthenon in Athens?  
 B: They used marble.  
 A: What did they use to make Yakhchāl in Yazd?  
 B: They used mud bricks.  
 A: What did they use to make Trajan's Market in Rome?

B: They used brick and concrete.

A: What did they use to make the Temple of Kukulkan in Yucatán?

B: They used large stone blocks.

### 2a • Reading

#### 1 To listen and read for gist

- Ask Ss to look at the picture and the title. Then elicit Ss' guesses on the myth.
- Ask Ss to read the dictionary definition.
- Play the recording. Ss listen and read to find out.

##### Suggested Answer Key

I know that the Cloud Shepherds controlled the weather in Polish myths.

#### 2 To read for specific information

- Ask Ss to read the text again and then choose the correct answer from the options A-C.
- Give Ss time to complete the task.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

##### Answer Key

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

#### 3 To develop critical thinking skills

- Give Ss time to consider their answers using their imagination.
- Ask various Ss to tell the class.

##### Suggested Answer Key

If a Cloud Shepherd came to visit me, I would be very polite because I wouldn't want to make him angry. I would ask him to blow the clouds away and let the sun shine at the weekends so that I can play outside with my friends.

#### 4 To present vocabulary for the weather & talk about the weather

- Direct Ss to the pictures and explain/elicit the meanings of the words from the list.
- Give them time to label the pictures.
- Ss listen and check their answers. Then they repeat the word.

##### Answer Key

- |         |        |         |       |
|---------|--------|---------|-------|
| 1 cloud | 3 snow | 5 storm | 7 sun |
| 2 rain  | 4 fog  | 6 wind  | 8 ice |

- Read out the **Note** box for more info on types of storms.
- Elicit answers to the question from Ss around the class.

## Suggested Answer Key

*Today I can see sun and clouds outside. There isn't rain or snow or fog, but there is wind.*

## 5 **Aim** To revise/practise prepositions of place and movement

- Read out the **Grammar** box. Explain the difference of the prepositions of place and movement.
- Ask Ss to read the sentences and choose the correct prepositions.
- Check Ss' answers.

## Answer Key

1 in front of 2 towards 3 under 4 up

- Ask Ss to find prepositions of place and movement in the text (p. 22).
- Check Ss' answers.

## Answer Key

Prepositions of place in the text: **in** the sky, **on** Earth, **on** your doorstep, bells **in** them, **in** parts of Poland  
Preposition of movement in the text: throwing lightning **down**

## 6 **Aim** To consolidate information in a text

- Explain the task and ask two Ss to model the example.
- Ask Ss to work in pairs and ask and answer questions based on the text on p. 22 following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

## Suggested Answer Key

A: What did Cloud Shepherds look like?

B: Tall, old men with wet clothes.

A: Why was it important to be polite to Cloud Shepherds?

B: They became angry easily.

A: What did they do when they were angry?

B: They sent bad weather to destroy crops, damage houses and make travellers lose their way.

A: What did Cloud Shepherds eat?

B: Smoke.

A: How did they start fires?

B: They threw lightning down from the sky to Earth.

## 7 **Aim** To write a short text about a myth related to weather

- Explain the task and ask Ss to work in pairs to look up information on a myth related to weather from their country.
- Assign the task as HW and check Ss' answers in the next lesson.

## Suggested Answer Key

*The Wita were spirits that lived in forests, on mountains or on clouds. They appeared to humans as beautiful young women with white dresses, clothes made of leaves, or blue cloaks.*

*The Wita could see the future and make sick people better, but they weren't always kind to humans. Sometimes, the Wita caused trouble. Their beautiful voices could control the wind, and they liked starting storms. To keep the Wita happy, people gave them cakes, flowers and fruit. They usually left these things in forests, on mountains, or at places where lightning struck.*

*These days, few people believe in the Wita, but they still appear in songs, poems and stories. There are even Wita in the Harry Potter books by J.K. Rowling!*

## 2b • Grammar

### 1 **Aim** To present/practise the past simple

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and its uses. (*played, didn't know*: past simple – past state). Elicit forms in affirmative/negative/interrogative.
- Go through the theory with Ss.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain and give Ss time to do the task.
- Check Ss' answers around the class.

## Answer Key

1 took (I)	5 wrote (I)	9 lived (R)
2 walked (R)	6 spoke (I)	10 went (I)
3 sang (I)	7 looked (R)	11 tried (R)
4 saw (I)	8 kept (I)	12 slept (I)

### 2 **Aim** To practise the past simple

- Explain the task and remind Ss they should use the verbs from Ex. 1.
- Give Ss time to complete it.
- Check Ss' answers.

## Module 2

### Answer Key

- |         |          |         |
|---------|----------|---------|
| 1 lived | 4 wrote  | 7 slept |
| 2 went  | 5 sang   | 8 spoke |
| 3 saw   | 6 walked |         |

### 3 To practise the past simple

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

### Answer Key

- |                 |                |               |
|-----------------|----------------|---------------|
| 1 Did you visit | 3 took         | 5 Did they go |
| 2 didn't play   | 4 didn't drive |               |

### 4 a) To practise the past simple

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

### Answer Key

- |               |               |               |
|---------------|---------------|---------------|
| 1 built       | 6 left        | 11 knew       |
| 2 didn't have | 7 arrived     | 12 discovered |
| 3 carried     | 8 didn't want | 13 shared     |
| 4 lived       | 9 hid         | 14 became     |
| 5 looked      | 10 found      | 15 won        |

### b) To practise the past simple (interrogative) and comprehension to the text.

- Explain the task.
- Give Ss time to write the questions and answers in their notebooks.
- Check Ss' answers.

### Answer Key

- Who built Machu Picchu?  
*The Inca built Machu Picchu.*
- What did Machu Picchu look like?  
*Machu Picchu looked like a small town.*
- How long did the Inca live in Machu Picchu?  
*The Inca lived in Machu Picchu for 80 years.*
- When did Hiram Bingham discover Machu Picchu?  
*Hiram Bingham discovered Machu Picchu in 1911.*
- What did Machu Picchu win in 2007?  
*In 2007, Machu Picchu won a place on the New Seven Wonders of the World list.*

### 5 To present/practise subject/object questions

- Write/Show the examples in the theory box on the board. Explain that in the first example the

question refers to the subject of the statement whereas in the second example it refers to the object of the statement. Ask Ss to compare the two questions. (Subject questions: verb in affirmative form. – Object questions: verb in question form.) Read out the **Note** box to understand intonation when you ask a question. Elicit whether it is the same in Polish.

- Explain the task and read out the example.
- Ask Ss to complete the task.
- Allow Ss some time to do the task in closed pairs.
- Check Ss' answers.

### Answer Key

- What did the fire destroy?
- Who called the fire brigade?
- Whose house collapsed in the earthquake?

## 2c • Vocabulary

### 1 To present new vocabulary for natural disasters

- Ask Ss to look at the photos and play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 To practise new vocabulary

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

### Answer Key

- |         |              |
|---------|--------------|
| A FIRE  | C EARTHQUAKE |
| B FLOOD | D TSUNAMI    |

### 3 To present/practise vocabulary for feelings

- Explain the task and ask Ss to look up the meanings of any unknown words in their dictionaries.
- Give Ss time to complete the task and check their answers.
- Then ask various Ss around the class to make a sentence using the other word.

### Answer Key

- |             |         |          |
|-------------|---------|----------|
| 1 afraid    | 3 tired | 5 scared |
| 2 surprised | 4 brave |          |

### Suggested Answer Key

- There was a terrible storm last night.
- I always feel nervous during storms.



- 3 We're worried about the fire in the national park.
- 4 I was bored because the film wasn't interesting.
- 5 Some people think tornadoes can't happen in cities, but they're wrong.

## 4 **Think Aim** To practise vocabulary for feelings; to describe a natural disaster

- Explain the task.
- Give Ss time to consider their answers and elicit answers from Ss around the class.

### **Suggested Answer Key**

One day, I was at school. I was at my desk in my Maths lesson. Suddenly, the classroom started shaking. The teacher told us all to get under our desks. We were afraid, but soon the shaking stopped. Our teacher took us outside because she thought another small earthquake could happen. I felt a bit nervous about that, and I was glad we were outside. We waited on the school field until our parents came to pick us up. I was happy to see my dad when he arrived.

## Culture Spot (develop research skills)

Read out the information in the box and then give Ss time to research online and find out about a disaster in their country. Ask Ss to present the disaster to the class.

### **Suggested Answer Key**

The Great Flood of 1997 was a major flood in Poland in June 1997. It started because of a lot of rain that began on 4th June and lasted for weeks. There were floods in 2,592 towns and villages. 162,000 people had to leave their homes, and 54 people died.

## 2d • Everyday English

### 1 a) **Aim** To predict the content of a dialogue

Ask Ss to read the phrases and then guess what type of accident happened in the dialogue.

### **Suggested Answer Key**

I think the dialogue is about a tree falling onto a library.

### b) **Aim** To complete a dialogue

- Ask Ss to read the dialogue and then complete the gaps with the sentences A-E.

### **Answer Key**

1 E 2 A 3 D 4 C 5 B

### c) **Aim** To listen for confirmation

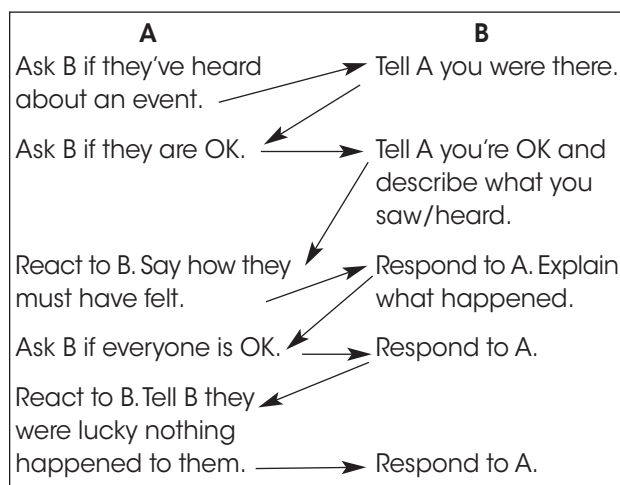
- Give Ss time to look up the meanings of the words in the Check these words box.
- Play the recording for Ss to listen and check their answers to Ex. 1b and their guess from Ex. 1a.

### **Suggested Answer Key**

Yes, my guess was correct. A tree fell onto a library, but I didn't guess that it happened because of a tornado.

### 2 **Aim** To role play a dialogue narrating an experience

- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as the headline to complete the task.



- Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class.

### **Suggested Answer Key**

A: Hey, Filip. Did you hear about the earthquake at your school?  
 B: Well, I didn't just hear about it, I was there.  
 A: Really? Are you OK?  
 B: I'm OK now, but it was terrible. I was doing some Maths exercises at the homework club when the ground started shaking.  
 A: Seriously? I bet you were scared.  
 B: I was! Books fell off the shelves and our teacher's water glass fell off her desk and smashed!

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- A: *How terrible! Was anyone hurt?*  
B: *No, we were all OK.*  
A: *You were lucky nothing happened to you.*  
B: *I know. It was a terrible experience!*

### Intonation

#### **Aim** To learn intonation when expressing shock/surprise

- Play the recording and ask Ss to listen and underline the stressed syllables.
- Check Ss' answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### Answer Key

- |   |                            |
|---|----------------------------|
| 1 <i>That's <u>hor</u>rible!</i>          | 4 <i>No <u>way</u>!</i>    |
| 2 <i>What a <u>ter</u>rible accident!</i> | 5 <i>How <u>aw</u>ful!</i> |
| 3 <i>Oh <u>dear</u>!</i>                  | 6 <i>Oh <u>no</u>!</i>     |

### 2e • Grammar

#### 1 **Aim** To present/practise the past continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and its uses. (*was sleeping, wasn't sleeping, were watching*). Elicit forms in affirmative.
- Go through the theory with Ss.
- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

- |                       |                             |
|-----------------------|-----------------------------|
| 1 <i>were working</i> | 4 <i>were having</i>        |
| 2 <i>was reading</i>  | 5 <i>was still sleeping</i> |
| 3 <i>was playing</i>  | 6 <i>were talking</i>       |

#### 2 **Aim** To present/practise the past continuous

- Go through the theory with Ss.
- Elicit forms in negative.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 *was listening to music at 6 pm.*
- 2 *wasn't chatting online at 6 pm.*
- 3 *wasn't watching TV at 7 pm.*
- 4 *weren't sleeping at 7 pm.*
- 5 *wasn't doing (her) homework at 7:30 pm.*
- 6 *were having a snack at 8 pm.*

#### 3 **Aim** To present/practise the past continuous

- Ask two Ss to read the cartoon aloud. Ask Ss to identify the tense and its uses. (*were you doing, was reading* – past continuous, *started*: past simple). Elicit forms in interrogative.
- Go through the theory with Ss.
- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 *was Justin doing during the earthquake?*
- 2 *were the children screaming?*
- 3 *was helping the students during the flood?*
- 4 *were you going when the storm started?*

#### 4 a) **Aim** To practise the past simple and the past continuous

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

#### Answer Key

- |                       |                          |
|-----------------------|--------------------------|
| 1 <i>happened</i>     | 7 <i>was screaming</i>   |
| 2 <i>was studying</i> | 8 <i>grabbed</i>         |
| 3 <i>heard</i>        | 9 <i>ran</i>             |
| 4 <i>opened</i>       | 10 <i>looked</i>         |
| 5 <i>saw</i>          | 11 <i>were spreading</i> |
| 6 <i>was standing</i> | 12 <i>put out</i>        |

#### b) **Aim** To practise asking and answering questions in the past simple/continuous

- Explain the task and ask Ss to ask and answer questions in pairs.
- Give Ss time to do the task.
- Monitor the activity around the class.

#### Suggested Answer Key

- A: *What was Ben doing when he heard the noise?*  
B: *Ben was studying in his room.*  
A: *What did he see when he opened the door?*  
B: *He saw smoke at the end of the corridor.*  
A: *Who was standing outside?*  
B: *Old Mrs Galton was standing outside.*  
A: *Where was the fire?*  
B: *It was in the kitchen.*  
A: *How did Ben put out the fire?*  
B: *He used a fire extinguisher.*



## 2f • Across Cultures

### 1 **Aim** To introduce the topic of a text; to predict the content of a text and to listen and read for key information

- Ask Ss to read the first paragraph and look at the pictures.
- Elicit Ss' guesses as to why Jamie only stayed one night.
- Play the recording. Ss listen and read the text to find out.

#### **Suggested Answer Key**

*Jamie only stayed one night in Kaikoura because there was an earthquake.*

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

- Give Ss time to read the questions (1-4) and the answer choices and then read the text again.
- Ask Ss to choose their answers according to what they read.
- Check Ss' answers. Ss justify their answers.
- Give Ss time to look up the meanings of words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

#### **Answer Key**

1 A      2 C      3 A      4 C

### 3 **Aim** To develop thinking skills

- Give Ss time to come up with an alternative ending to the story.
- Ask various Ss to share their answers with the class.

#### **Suggested Answer Key**

*As the helicopter was climbing into the sky, smoke started to come out of the engine. Moments later, we were in the sea, swimming for our lives. Luckily, there was a yacht nearby. They picked us up and brought us to safety. What a relief!*

### 4 **Aim** To practice word formation (-ing/-ed adjectives)

- Ask Ss to read the **Grammar** box and give them time to complete the task.
- Check Ss' answers.

#### **Answer Key**

1 worried      3 excited      5 tired  
2 boring      4 interesting

### 5 **Aim** To listen for key information/order of events

- Explain the task and ask Ss to look at the pictures and think about what is happening in each one. Ask Ss to think of words related to each picture.
- Play the recording, twice if necessary. Ss listen and complete the task.
- Check Ss' answers.

#### **Answer Key**

1 C      2 A      3 D      4 B

### 6 **Aim** To retell a story

- Read out the **Note** box and explain that this tip will help Ss complete the task successfully.
- Ask Ss to read the words/phrases in the list and then retell Paul's story using them and the pictures to help them.
- Ask Ss to narrate the events in the order they happened.

#### **Suggested Answer Key**

*Paul was walking on the beach with his parents when he heard people screaming. He saw a tsunami coming. He and his family started running back to the hotel. They were very scared. Then a helicopter came and they climbed into it. It flew away to safety. Paul and his family felt lucky to be alive.*

### 7 **Aim** To write a story

- Explain the task and give Ss time to write a story from Paul's point of view about what happened to him.
- Tell Ss to use the pictures in Ex. 5 and their answers in Ex. 6 to help them. Remind Ss to use past tenses. Point out that Ss need to set the scene (*who, when, where, what*) in the first paragraph, then present the events in the order they happened. Ss end their story describing what happened in the end & main characters' feelings.
- Ask various Ss to read their stories to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### **Suggested Answer Key**

*Last year, my parents and I were on holiday. One day, we were walking along the beach. Suddenly, we heard people screaming. I looked up and saw a huge wave. "It's a tsunami!" said*

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Mum. We ran towards the hotel. We made it to our room just in time. From our balcony, we saw the sea cover the land. Houses and boats went past the hotel. I was very scared.

Finally, a helicopter came to rescue us. As we were flying away, I looked down. The tsunami destroyed nearly everything. I felt lucky to be alive.

### 2 • CLIL (History)

#### 1 To introduce the topic

Ask Ss to read through the text and then elicit an achievement of the ancient Romans from various Ss around the class.

##### **Suggested Answer Key**

*They built buildings with Roman concrete and we can still see them today.*

#### 2 a) To read and listen for key information (matching headings)

- Ask Ss to read the text again and match the headings to the paragraphs. Remind Ss that one heading is extra.
- Then play the recording and Ss listen and check their answers.

##### **Answer Key**

1 C      2 A

- Give Ss time to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

#### b) To consolidate new vocabulary

- Ask Ss to explain the words in bold using their dictionaries as necessary.
- Check Ss' answers around the class.

##### **Suggested Answer Key**

**last** (v) – to exist for a period of time

**admire** (v) – to respect

**huge** (adj) – very big

**realised** (v) – to understand something

**see** (v) – to observe with your eyes

#### 3 To consolidate information in a text and express an opinion

Give Ss time to consider their answers and then ask various Ss to tell the class.

##### **Suggested Answer Key**

*I was impressed that the Roman Empire covered*

*over one million square miles. I was also impressed that the ancient Romans had over 50,000 miles of road, and that they used concrete over 2,100 years ago.*

#### To collect information about achievements of ancient Greece and write a text for the school magazine

- Give Ss time to research online and collect information about ancient Greece and the achievements of this time.
- Then ask Ss to use the information to write a text for the school magazine.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and have Ss present their texts in the next lesson.

##### **Suggested Answer Key**

##### **The Achievements of Ancient Greece**

*Ancient Greece was a civilisation which lasted from around the 12th century BCE to 600 AD. The ancient Greeks achieved a lot in culture, science and sport.*

*In the first place, the ancient Greeks wrote books and plays which people still read today, such as 'The Iliad' and 'The Odyssey'. Ancient Greek myths are still popular, too, and the characters appear in TV shows, books and films. In addition, a lot of modern languages use Greek words, especially in science and medicine.*

*The ancient Greeks had lots of new ideas about maths. Students still learn about the ideas of famous ancient Greek mathematicians like Pythagoras, Euclid and Archimedes. The ancient Greeks developed astronomy and made the first 3D models of the planets. They made huge advances in medicine, too. We still call Hippocrates the 'father of medicine'. Furthermore, the ancient Greeks gave us the Olympics. They thought that sports brought people together in peace, and this is the reason we continue to organise the Olympics today.*

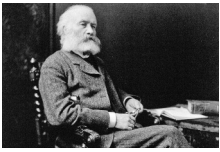
*These are just some of the achievements of ancient Greece that changed the world.*

### Flash Time • 2

#### 1 To create a poster

- Give Ss time to research online for information about six achievements of the 20th century and prepare a poster.
- Then, tell Ss to write a few words under each picture, as in the examples.

## Suggested Answer Key Achievements of the 20th Century



In 1928, Alexander Fleming discovered penicillin. It fights bacterial infections and has saved millions of people's lives.



In 1927, Henry Ford invented the Model T. It was the first car that ordinary people could afford.



In 1932, Amelia Earhart became the first woman to fly solo across the Atlantic Ocean.



In 1990, Tim Berners-Lee introduced the World Wide Web to the public. It allowed people to connect to the Internet.



In 1994, the UK and French governments opened the Channel Tunnel. It connected England and France through a tunnel under the sea.



In 1994, Nelson Mandela helped end apartheid in South Africa and the country had its first elections in which black people could vote.

### 2 **Aim** To give a presentation on a 20<sup>th</sup>-century achievement

- Explain the task and ask Ss to choose one of the achievements from Ex. 1 and collect more information about it. Ss then prepare a presentation to give to the class.
- Ask various Ss to present the chosen achievement to the class adding slides if they wish.

#### Suggested Answer Key

Good afternoon everyone. Every century has its firsts, doesn't it? Well, one of the greatest achievements of the 20th century was when Amelia Earhart became the first woman to fly solo across the Atlantic Ocean. Before the flight, Earhart was a famous pilot, but no one thought it

was possible for her to fly on her own across the Atlantic. She set off on her journey from Harbour Grace in Newfoundland in Canada. She had been flying for 14 hours and 56 minutes when she landed in a field in Northern Ireland. It was an amazing achievement and Earhart became a celebrity around the world. Her achievement was especially important in the fight for women's rights, especially in the USA. Are there any questions? Thank you for listening.

### 3 **Aim** To explain quotations and discuss the value of achievement

- Give Ss time to read the quotation and discuss them in small groups.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

I think the quotation means that you have to take risks to achieve something important.

### 4 **Think Aim** To express an opinion on the value of achievement

- Explain the meanings of any unknown words in the list and then give Ss time to consider their answers and discuss in pairs.
- Elicit answers from various Ss around the class.

#### Suggested Answer Key

A: I believe that to achieve great things you need to have a lot of different qualities.

B: I agree. You need to be brave because you risk wasting a lot of time and effort if you fail.

A: Yes. Also, you need to be patient, because your achievement might need a lot of time.

B: That's true and you also need to be strong to continue on your path despite problems.

A: Also, you need to be talented and clever so that you can find the quickest and easiest path towards your goal.

### Progress Check 2

- |   |            |              |          |
|---|------------|--------------|----------|
| 1 | 1 marble   | 3 bricks     | 5 metal  |
|   | 2 concrete | 4 stone      |          |
| 2 | 1 clouds   | 3 storm      | 5 snow   |
|   | 2 fog      | 4 sun        |          |
| 3 | 1 flood    | 3 earthquake | 5 scared |
|   | 2 tired    | 4 brave      |          |

## Module 2

- 4** 1 built  
2 didn't go  
3 did the ancient Persians keep  
4 hid  
5 didn't use
- 5** 1 was swimming      4 Were you sleeping  
2 wasn't eating      5 was blowing  
3 wasn't working
- 6** 1 was chatting      4 was studying  
2 left      5 went  
3 was shining
- 7** 1 holiday      3 dinosaur      5 disappointed  
2 raining      4 dropped
- 8** 1 A      2 B      3 C
- 9** 1 e      2 a      3 d      4 c      5 b

- 10** On 13th June, Tom Smith was on holiday in Scotland when he decided to visit Loch Ness. He knew a lot about the monster there and wanted to get a picture of it. It rained in the morning, but when he arrived, the sun was shining. Then, around half an hour later, he spotted the monster! It had a long neck and its head was like a dinosaur's. Tom tried to get a photo of the monster, but he was so excited that he dropped his phone on the ground. There was no one else there, so no one believed that he saw the monster. But he's sure he saw something in the lake that day. Was it the Loch Ness Monster?

### Competences

Ask Ss to assess their own performance in the module by drawing stars according to how competent they feel for each of the listed activities.