



Teacher's Book

**Klasa 4**

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# Introduction to the Teacher

*Flash 4* is a modular course for learners studying British English at CEFR Level A1. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*Flash 4* consists of six modules. Each module consists of six lessons plus CLIL sections, Project Time, Presentation Skills & Values. 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** is in full colour and contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English & Reading. 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 module in a fun way. It includes board games and quizzes that revise information presented in the module and act as a sample for students to prepare similar quizzes of their own. 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.

### 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, suggested speaking and writing models 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 and songs in the Student's Book, and the Workbook.

### IWB

The **IWB** contains all the material in the Student's Book & Teacher's Book 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. The Workbook contains practice on each grammar structure presented within each module as well as a detailed explanation of each grammar point and exercises in the Grammar Bank.

#### Listening

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

## Speaking

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

## Everyday English

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

## Pronunciation

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

## 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.

## 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.

## My Picture Dictionary

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.

## Word List

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

## 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.

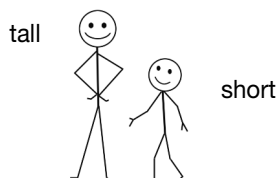
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

Much of the new vocabulary in *Flash 4* is presented through pictures. Ss are asked **to match the pictures to listed words/phrases**. (See *Student's Book, Module 4, p. 48, Ex. 1.*)

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 1, p. 19, Ex. 5*)
- **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. 55, 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 1, p. 18, 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 ieBook. 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 1, p. 23, 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. 51, Ex. 6 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 4* have been carefully designed to closely guide Ss to produce a successful piece of writing. They are all further analysed in an extra writing section at the back of the book with model texts and exercises that aim to help students improve their writing skills.

- 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 3, p. 59, Ex. 9. 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 ieBook, 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 Ex. 2 on p. 71 of the Student's Book.)

### • Closed pairs

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 3 on p. 72 of the Student's Book)

### • 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 Using L1 in class

Use L1 in moderation and only when necessary.

## ABBREVIATIONS

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

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

## 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

grammar explanations or vocabulary items



Grammar

grammar explanations



Vocabulary

vocabulary items



Language Awareness

language explanations



Punctuation Time

punctuation explanations



Word

question words



research



Skills

suggestions to help Ss improve their language skills



Think

sections to develop Ss' critical thinking skills



Culture Spot

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



CLIL

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

# Welcome back

**Lesson Objectives:** To present/practise/revise greetings, introducing yourself/others, classroom language, the imperative, the alphabet & spelling; subject personal pronouns, the verb *to be* (affirmative), numbers, to ask about telephone numbers, to ask about/tell the time, to present/practise/revise school subjects, *a/an*, classroom objects, and colours, to present celebrations & festivities in the UK

**Vocabulary:** Cardinal numbers (1-100), colours (*brown, purple, pink, grey, green, red, yellow, black, orange, blue, white*), classroom objects (*pencil case, glue, pen, rubber, pencil, ruler, notebook, blackboard, desk, whiteboard*); Other (*smartphone, ball, iPod, umbrella, alarm clock, digital camera, agenda, scarf, chalk, sharpener, schoolbag, umbrella, e-reader, sharpener, schoolbag*)

(pp. 4 - 5)

## 1 To present greetings

- Play the recording.
- Ss repeat chorally and/or individually.
- Explain each situation or time of day.

## 2 a) To complete a dialogue

- Read out the **Note** box.
- Then read out the phrases and give Ss time to use them to copy the dialogue in their notebook and complete it.

**Answer Key**

- |           |                    |
|-----------|--------------------|
| 1 Hello   | 3 Nice to meet you |
| 2 This is | 4 Goodbye          |

## b) To listen and read a dialogue

- Play the recording. Ss listen and check their answers to Ex. 2a.
- Then divide the class into groups of three and ask them to take roles and read the dialogue aloud.

## 3 To present classroom language

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Pay attention to Ss' pronunciation and intonation.

## 4 To present and practise the imperative

- Read out the **Note** box and go through the table.
- Then ask a pair of Ss to model the activity using the example.
- Then have Ss complete the task following your instructions.

(Ss' own answers)

(pp. 6 - 7)

## 1 To present and practise the alphabet

- Play the recording.
- Ss listen and repeat the letters.

## 2 To learn the spelling of some names

- Read the **Note** box aloud.
- Play the recording.
- Ss listen and choose the correctly spelt name in each pair.
- Check Ss' answers.

**Answer Key**

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

## 3 a) To listen and read a dialogue

- Play the recording. Ss listen and read.
- Then choose two Ss to read the example dialogue.

## b) To role-play a dialogue and practise spelling names

- Allow Ss some time to complete the task with the rest of the names in closed pairs.
- Monitor the activity around the class.
- Ask some pairs to act out their dialogues.

**Answer Key**

A: Hello, I'm Mr Drake. I'm your new teacher.  
What's your name?

B: Hello, Mr Drake. I'm Alicja.

A: And your surname?

B: Kowalska.

A: How do you spell it?

B: K - O - W - A - L - S - K - A.

A: Hello, I'm Mr Drake. I'm your new teacher.  
What's your name?

B: Hello, Mr Drake. I'm Pawel.

A: And your surname?

B: Nowak.

A: How do you spell it?

B: N - O - W - A - K.



A: Hello, I'm Mr Drake. I'm your new teacher.  
What's your name?

B: Hello, Mr Drake. I'm Krzysztof.

A: And your surname?

B: Wojcik.

A: How do you spell it?

B: W - O - J - C - I - K.

A: Hello, I'm Mr Drake. I'm your new teacher.  
What's your name?

B: Hello, Mr Drake. I'm Urszula.

A: And your surname?

B: Brodowska.

A: How do you spell it?

B: B - R - O - D - O - W - S - K - A.

## 4 To present subject personal pronouns

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

## 5 To practise subject personal pronouns

- Ask Ss to look at the pictures and choose the correct answer. Then write them in their notebooks.
- Check the answers around the class.

### Answer Key

1 I                      2 she                      3 it                      4 we

## 6 To present/practise the verb 'to be'

- Present the verb 'to be' (affirmative). Write on the board: *I am Ingrid. I'm Ingrid.* Present the full and contracted forms of the present simple affirmative of the verb 'to be'.
- Point to a S. Say: *You're Pawel.* Then write it on the board.
- Point to a male S in the class and say: *He's Krzysztof.* Then write it on the board.
- Point to a female S in the class and say: *She's Cristina.* Then write it on the board. Continue with the rest.
- Ask Ss to read the table and then explain the task and read out the example.
- Read out the **Note** box.
- Allow Ss time to complete the task and check Ss' answers.

### Answer Key

1 is/'s                      3 are/'re                      5 are/'re  
2 am/'m                      4 is/'s                      6 are/'re

(pp. 8 - 9)

## 1 To present numbers (1-20)

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

## 2 To practise numbers (1-20)

- Explain the task and give Ss time to complete it and write the answers in their notebooks.
- Check Ss' answers on the board.

### Answer Key

1 e                      2 d                      3 a                      4 b                      5 c

## 3 To consolidate the spelling of some numbers

- Ask Ss to unscramble the letters to find the numbers.
- Elicit answers from Ss around the class.
- If time allows, continue the activity using different numbers on the board.

### Answer Key

1 eight                      2 fifteen                      3 three                      4 twelve

## 4 To practise asking about telephone numbers

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

### Answer Key

- 2 A: What's your telephone number?  
B: It's double five - two - four - three - oh - eight - nine.
- 3 A: What's your telephone number?  
B: It's double two - nine - four - double three - one - eight.
- 4 A: What's your telephone number?  
B: It's seven - two - oh - nine - eight - six - three - two.
- 5 A: What's your telephone number?  
B: It's three - seven - oh - two - five - nine - two - one.

# Welcome back

## 5 **Aim** To present and practise numbers (21-100)

- Read the **Note** box aloud.
- Play the recording. Ss listen and repeat the numbers chorally and/or individually.
- Check Ss' pronunciation and intonation.

## 6 **Aim** To distinguish between numbers

- Play the recording.
- Ss listen and circle the correct number.
- Check Ss' answers.

### Answer Key

1 12	3 50	5 13
2 100	4 42	6 80

## 7 **Aim** To practise numbers

- Explain the task and read out the example.
- Ask Ss to look at the pictures and complete the sentences with the correct numbers and write them in their notebooks.
- Check Ss' answers.

### Answer Key

2 seventy-nine	6 thirty-seven
3 forty-five	7 fifty-six
4 eighteen	8 twenty-nine
5 sixty-one	

(pp. 10 - 11)

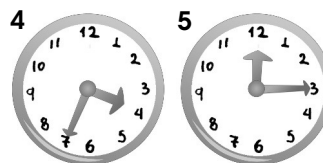
## 1 **Aim** To present the time

- Direct Ss to the clock and read out the cartoon.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

## 2 **Aim** To practise telling the time

- Ask Ss to copy the clock faces into their notebooks.
- Then play the recording. Ss listen and draw the hour and minute hands on the clock faces to show the times they hear.
- Check Ss' answers around the class.

### Answer Key



## 3 **Aim** To practise asking about/telling the time

- Read out the **Word** box.
- Ask Ss to copy the clock face into their notebooks and then write the current time on it.
- Ask Ss to work in pairs and then ask about and tell the time.
- Monitor the activity around the class.
- As an extension, have Ss practise asking about and telling the time using the clock faces from Ex. 2.

### Suggested Answer Key



A: What time is it?

B: It's [a] quarter past ten.

## 4 a) **Aim** To present vocabulary for school subjects

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

## b) **Think Aim** To express an opinion

Elicit Ss' favourite school subjects from various Ss around the class.

### Suggested Answer Key

My favourite school subject is Science.

## 5 **Aim** To listen for specific information

- Ask Ss to look at the timetable.
- Play the recording and have Ss listen and complete the gaps.
- Check Ss' answers.

### Answer Key

1 Music 2 English 3 Science 4 Art

## 6 **Aim** To write a school timetable

- Ask Ss to write their school timetable for Monday using Tony's as a model.
- Ask various Ss around the class to share their answers with the rest of the class.

## Suggested Answer Key

Time	Monday	Room
9:00 - 10:00	English	E6
10:00 - 11:00	Science	SC2
11:00 - 11:15	Break	
11:15 - 12:15	Geography	G5
12:15 - 1:15	Lunch	
1:15 - 2:15	Maths	M1
2:15 - 3:15	Art	A7

## (pp. 12 - 13)

### 1 **Aim** To present a/an

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** To practise a/an

- Ask Ss to fill in a/an.
- Check Ss' answers.

#### Answer Key

1 an      2 a      3 an      4 a

### 3 **Aim** To present classroom objects

- Read out the list of classroom objects and ask Ss to look at the pictures.
- Give Ss time to label the pictures and write in their notebooks.
- Play the recording for Ss to listen and check their answers.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.

#### Answer Key

1 ruler                      6 notebook  
2 rubber                  7 pen  
3 pencil case              8 glue  
4 pencil                    9 whiteboard  
5 desk                      10 blackboard

### 4 a) **Aim** To present colours

Read out the colours and then give Ss time to write each one in their notebooks.

#### Answer Key

1 purple                  5 brown                  9 green  
2 red                      6 pink                    10 grey  
3 blue                    7 black                   11 yellow  
4 orange                  8 white

### b) **Aim** To practise colours

- Play the recording. Ss listen and check their answers to Ex. 4a.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to complete the sentence and then ask various Ss around the class to share their answers.

#### Suggested Answer Key

My favourite colour is green.

### 5 **Aim** To practise a/an, the

- Read out the theory box and explain when we use *the*.
- Refer Ss to the **Grammar Reference** section p. 128 and read out the theory.
- Allow some time for Ss to complete the exercise in their notebooks.
- Check Ss' answers.
- Play the recording. Ss listen and check their answers.

#### Answer Key

1 a, The, pink                      5 a, The, red  
2 a, The, purple                    6 a, The, brown  
3 a, The, yellow                    7 a, The, orange  
4 a, The, blue                      8 a, The, green

## (pp. 14 - 15)

### 1 **Aim** To present celebrations & festivities in the UK

- Ask Ss to read through the months.
- Direct Ss to the pictures and read out the names of the celebrations.
- Then read out the example and elicit from Ss around the class when the holidays in Poland are.

#### Answer Key

In Poland, Children's Day is in June.  
In Poland, New Year's Day is in January.  
In Poland, Mother's Day is in May.  
In Poland, Father's Day is in June.

# Module 1 Hello!

## Topic

In this module, Ss will explore the topics of countries & nationalities, places in a country; seasons & months/ dates.

## Module page

16-17

**Lesson Objectives:** To get an overview of the module, to learn countries & nationalities

**Vocabulary:** Countries & Nationalities (*Canada, the USA, Brazil, Ireland, the UK, Poland, China, Portugal, South Africa, Mozambique, India, Australia, New Zealand - Canadian, British, Australian, South African, Portuguese, American, Indian, New Zealander, Irish, Brazilian, Chinese, Mozambican, Polish*)

## 1a Reading

18-19

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn places in a country, to listen for specific information, to write profiles, to present yourself and your e-friend

**Vocabulary:** Places in a country (*capital city, town, city, village*); Noun (*friend*); Adjective (*beautiful*); Adverbs (*close to, near*)

## 1b Grammar

20-21

**Lesson Objectives:** To learn possessive adjectives

**Vocabulary:** Nouns (*schoolbag, bicycle, dog, hat, ball*)

## 1c Vocabulary

22

**Lesson Objectives:** To learn seasons & months; to learn ordinal numbers & dates; to learn question words (*how old, when*)

**Vocabulary:** Seasons & Months (*spring, summer, autumn, winter - January, February, March, April, May, June, July, August, September, October, November, December*)

## 1d Everyday English

23

**Lesson Objectives:** To ask for & give personal information, to learn a question word (*where*), to act out a dialogue, to learn intonation in *wh*-questions

## 1e Grammar

24-25

**Lesson Objectives:** To learn the verb **to be** (negative, interrogative & short answers)

## 1f Across Cultures

26-27

**Lesson Objectives:** To listen and read for gist, to read for specific information, to answer comprehension questions, to talk about landmarks, to listen for specific information, to learn about capital letters, to write a blog entry about a landmark, to prepare a poster

**Vocabulary:** Nouns (*home, tower, bell, view, floor*); Adjective (*glass*)

## 1 CLIL (Geography)

28

**Lesson Objectives:** To learn about the UK, to present a country of the UK

**Vocabulary:** Nouns (*island, monument, stadium, bridge, wall*)

## Flash Time 1

29

**Lesson Objectives:** To draw a map, to write about famous landmarks, to present landmarks, to present flags, to learn a value (national pride)

## Progress Check 1

30-31

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

## 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 unit will cover.

### 1 **Aim** To present vocabulary for countries

- Play the recording with pauses for Ss to repeat chorally and/ or individually.
- Check Ss' pronunciation and intonation.

### 2 **Aim** To present nationalities and match countries to nationalities

- Read the **Grammar** box aloud.
- Ask Ss to look at the map and then give them time to match the countries on the map to the list of nationalities.
- Check Ss' answers around the class.

#### Answer Key

2 the UK	8 New Zealand
3 Australia	9 Ireland
4 South Africa	10 Brazil
5 Portugal	11 China
6 the USA	12 Mozambique
7 India	13 Poland

### 3 **Aim** To act out dialogues and practise countries and nationalities

- Explain the task.
- Ask two Ss to model the example dialogue.
- Ask Ss to work in pairs and act out similar dialogues for the people on the map.
- Monitor the activity around the class.

#### Suggested Answer Key

A: Where's Lino from?

B: He's from Brazil. He's Brazilian.

A: Where's Darren from?

B: He's from Ireland. He's Irish.

A: Where's Liz from?

B: She's from the UK. She's British.

A: Where's Maria from?

B: She's from Portugal. She's Portuguese.

A: Where's Janusz from?

B: He's from Poland. He's Polish.

A: Where's Jian from?

B: He's from China. He's Chinese.

A: Where's Ahmed from?

B: He's from South Africa. He's South African.

A: Where's Mara from?

B: She's from Mozambique. She's Mozambican.

A: Where's Indira from?

B: She's from India. She's Indian.

A: Where's Helen from?

B: She's from Australia. She's Australian.

A: Where's Martin from?

B: He's from New Zealand. He's a New Zealander.

### 4 **Aim** To personalise the topic

Ask Ss to complete the sentences about themselves. Elicit answers from Ss around the class.

#### Suggested Answer Key

I'm from Poland. I'm Polish.

## 1a • Reading

### 1 **Aim** To listen and read for gist

- Ask Ss to look at the pictures and elicit Ss' guesses as to where each person is from and how they may be related.
- Play the recording. Ss listen and read the text. Then Ss find out and match the phrases to make sentences.
- Check Ss' answers.

#### Answer Key

1 b Vicky is from Sydney.

2 c Jill is a New Zealander.

3 a James and Alicia are e-friends.

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

- Give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

#### Answer Key

1 W 2 W 3 W 4 R

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

- Allow Ss time to review the text and complete the personal profiles.
- Check Ss' answers on the board.

#### Answer Key

**Name:** Jill

**Age:** 11 years old

**Nationality:** a New Zealander

**From (city/town/village):** Wellington

**Country:** New Zealand

# Module 1

**Name:** James

**Age:** 11 years old

**Nationality:** Canadian

**From (city/town/village):** Stitsville

**Country:** Canada

**Name:** Alicia

**Age:** 10 years old

**Nationality:** South African

**From (city/town/village):** Worcester

**Country:** South Africa

## 4 To present places in a country

- Ask Ss to look at the pictures and then read the sentences and choose the correct words.
- Check Ss' answers.

### Answer Key

- |                |        |
|----------------|--------|
| 1 capital city | 3 city |
| 2 village      | 4 town |

## 5 To listen for specific information

- Ask Ss to read the gapped profiles and decide what information is missing.
- Play the recording. Ss listen and complete the gaps with the words in their notebooks.
- Check Ss' answers.

### Answer Key

- |                 |                      |
|-----------------|----------------------|
| 1 Beth          | 5 11                 |
| 2 Canadian      | 6 American           |
| 3 Hudson (town) | 7 Los Angeles (city) |
| 4 Smith         | 8 the USA            |

## 7 To write a profile about yourself & your e-friend

- Explain the task and ask Ss to copy the profiles into their notebooks and complete them about themselves and their e-friends.

### Suggested Answer Key

**Name:** Alicja Kowalska

**Age:** 11 years old

**Nationality:** Polish

**From (city/town/village):** Warsaw

**Country:** Poland

**Name:** Dylan Jones

**Age:** 11 years old

**Nationality:** British

**From (city/town/village):** Minehead

**Country:** the UK

- Then ask various Ss around the class to present themselves and their e-friends to the class.
- Demonstrate the task presenting yourself. (Hello! I'm Laura and I'm 36 years old. I'm British. I'm from London, the capital city in the UK.)
- Allow Ss some time to complete the task. Check Ss' answers.

### Suggested Answer Key

Hello! I'm Alicja Kowalska and I'm 11 years old. I'm from Warsaw, Poland. Warsaw is the capital city. My e-friend is Dylan. He's 11, too. He's not Polish. He's British. He's from Minehead, a town in the UK.

## 1b • Grammar

### 1 To present possessive adjectives (singular)

- Read out the **Note** box.
- Present the **possessive adjectives**. Hold up a pen. Say, then write on the board: *This is my pen.* Underline the word **my**. Explain that **my** is a possessive adjective. Present the other possessive adjectives in the same way. e.g. *This is his pen. This is her pen., etc.*
- Ask Ss to read the theory and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.
- Refer Ss to GR p. 128 for more information.

### Answer Key

- 1 d      2 c      3 b      4 e      5 a

### 2 To practise possessive adjectives

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

### Answer Key

- 1 His      2 My      3 Her      4 Your      5 Its

### 3 To practise possessive adjectives

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

### Answer Key

- 1 my, Its      2 his, Her      3 your

## 4 **Aim** To present possessive adjectives (plural)

- Read out the **Note** box.
- Present the **possessive adjectives**. Gesture to the classroom. Say, then write on the board: *This is **our** classroom.* Underline the word **our**. Explain that **our** is a possessive adjective. Present the other possessive adjectives in the same way. e.g. *They are your desks. They are their pens.,* etc.
- Ask Ss to read the theory and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.
- Refer Ss to GR p. 128 for more information.

### Answer Key

1 C                      2 B                      3 A

## 5 **Aim** To practise possessive adjectives

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

### Answer Key

1 Our      2 Their      3 Your      4 Their

## 6 **Aim** To practise possessive adjectives

- Ask Ss to look at the pictures and explain the task.
- Allow Ss some time to complete the sentences and then check Ss' answers.

### Answer Key

1 my schoolbag                      4 her hat  
2 his bicycle                      5 their ball  
3 my, our, dog

## 1c • Vocabulary

### 1 **Aim** To present vocabulary for seasons & months

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then give Ss time to write the missing months in their notebooks for items 1-4.
- Check Ss' answers.

### Answer Key

1 August, October                      3 March, June  
2 January, February                      4 November, January

## 2 **Aim** To present ordinal numbers

- Read out the **Word** box and the **Language Awareness** box and then explain the task.
- Ask Ss to complete the questions in the example.
- Check Ss' answers
- Then have Ss ask and answer in pairs following the example.
- Monitor the activity around the class.

### Answer Key

*How old, When*

A: *How old are you, Sergio?*

B: *I'm 12 years old.*

A: *When's your birthday?*

B: *It's on the 13th of August.*

A: *How old are you, Anna?*

B: *I'm 10 years old.*

A: *When's your birthday?*

B: *It's on the 1st of January.*

A: *How old are you, Alex?*

B: *I'm 11 years old.*

A: *When's your birthday?*

B: *It's on the 30th of September.*

## 1d • Everyday English

### 1 **Aim** To listen and read for gist

- Ask Ss to look at the picture.
- Play the recording. Ss listen and read the dialogue.

### 2 **Aim** To present and practise question words

- Read out the **Word** box and present the question word.
- Then give Ss time to read the questions and match them to their answers.

### Answer Key

1 b                      2 c                      3 a

### 3 **Aim** To complete a dialogue; to act out a dialogue

- Divide the class into pairs and have them complete the dialogue in closed pairs.
- Then have Ss take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

### Suggested Answer Key

A: *Hello! I'm Lily. What's your name?*

B: *My name's Anna. Where are you from, Lily?*

# Module 1

- A: I'm from the UK. And you?  
 B: I'm from Poland. How old are you?  
 A: I'm 10 years old. And you?  
 B: I'm eleven! Oh! That's the bell! See you!  
 A: Bye!

## 4 **Aim** To practise intonation in *wh*-questions

- Explain that the intonation in *wh*-questions falls at the end.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Correct Ss' intonation if necessary.

## 1e • Grammar

### 1 **Aim** To present and practise the verb *to be* (negative)

- Present the verb 'to be' (negative). Say, then write on the board: *I'm English. I'm not French.* Underline the words *I'm not*. Elicit how the negative of the verb 'to be' is formed (*by adding not after am, is, are*). Do the same to present all persons singular and plural in both full and contracted forms.
- Ask Ss to read the sentences and fill in the gaps with the correct forms of the verb 'to be' (negative form).
- Check Ss' answers.
- Refer Ss to GR p. 128 for more information.

#### Answer Key

- 2 *is not isn't*      4 *are not aren't*  
 3 *are not aren't*

### 2 **Aim** To practise the negative of the verb *to be*

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- 2 *Bob and Bill aren't Brazilian.*  
 3 *We aren't from the USA.*  
 4 *I'm not from India.*  
 5 *Chris isn't British.*

### 3 **Aim** To practise the negative of the verb *to be*

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- 2 *She is not/isn't Irish. She is/'s Canadian.*  
 3 *Rosa and Anna are not/aren't cousins. They are/'re best friends.*  
 4 *I am not/'m not from the UK. I am/'m from Portugal.*

### 4 **Aim** To present and practise the interrogative & short answers of the verb *to be*

- Present the interrogative form and short answers of the verb 'to be'. Say, then write on the board: *Am I a teacher?* Underline *Am I*. Explain that we form the interrogative of the verb 'to be' by putting the verb 'to be' before the subject pronoun.
- Answer the question on the board: *Yes, I am.* Explain that this is a positive short answer. Explain that we form positive short answers with *yes*, the appropriate personal pronoun and the verb in the affirmative.
- Write on the board: *Am I a doctor? No, I'm not.* Explain that we form a negative short answer with *no*, the appropriate personal pronoun and the verb in the negative.
- Read out the **Note** box.
- Ask Ss to read the table and then explain the task.
- Allow Ss time to read the text and complete the task.
- Check Ss' answers.
- Refer Ss to GR pp. 128-129 for more information.

#### Answer Key

- 1 *d*      2 *b*      3 *a*      4 *e*      5 *c*

### 5 **Aim** To practise word order with the present simple interrogative of the verb *to be*

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- 2 *Are Sam and you from the UK?*  
 3 *Is Tom from Brazil?*  
 4 *Are Joe and Nick friends?*

### 6 **Aim** To practise the present simple interrogative & short answers of the verb *to be*

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



## Answer Key

- 1 Are, Yes, I am/No, I'm not.
- 2 Is, No, he/she isn't./Yes, he/she is
- 3 Is, Yes, it is./No, it isn't.

## 1f • Across Cultures

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

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and read the text.
- Give Ss time to match the phrases and write them in their notebooks.
- Check Ss' answers.

## Answer Key

- 1 d      2 a      3 b      4 c

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

- Allow Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

## Answer Key

- 1 W      2 R      3 W      4 W

### 3 **Aim** To answer comprehension questions

- Read out the **Language Awareness** box.
- Give Ss time to answer the questions referring back to the blog entries in Ex. 1 as necessary.
- Check Ss' answers.

## Answer Key

- 1 Big Ben is 2.28 metres tall and 2.75 metres wide.
  - 2 The Q1 Tower is about 320 metres high.
  - 3 The glass floor at the CN Tower is 342 metres high.
- Play the video for Ss and elicit their comments.

## Culture Spot

- Read out the box.
- Then give Ss time to research online and find famous landmarks from their country. Ask Ss to prepare a poster of them and present them to the class.

## Suggested Answer Key



Mary's Basilica is a popular landmark in Krakow.



Malbork Castle is a popular landmark in Malbork.

### 4 **Aim** To consolidate new vocabulary

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

## Answer Key

- 1 bell      3 view  
2 building      4 seaside

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

- Explain the task and give Ss time to complete the sentences in their notebooks.
- Then ask Ss to tell their partners.
- Ask various Ss around the class to share their answers with the rest of the class.

## Suggested Answer Key

The Q1 Tower is in Surfers Paradise in Australia. It is about 320 metres tall. I like it because it is beautiful.

### 6 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text and think about what information may be missing. (e.g. 1 noun, 2 noun, 3 number, 4 number).
- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers.

# Module 1

## Answer Key

- |               |      |
|---------------|------|
| 1 Belém Tower | 3 80 |
| 2 Mindelo     | 4 30 |

- Play the video for Ss and elicit their comments.

## 7 **Aim** To write sentences and practise capital letters

- Read out the **Punctuation Time** box and explain when we use capital letters (*when we start a sentence, with proper nouns, with school subjects, with the subject personal pronoun I, with months*).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- 1 My favourite subjects are History and English.
- 2 Ann is from Ottawa in Canada.
- 3 Her birthday is in August.

## 8 **Aim** To write a blog entry

- Explain the task and give Ss time to write their blog entry using the information from Ex. 6.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

## Suggested Answer Key

### The Belém Tower by Urszula Nowak

The Belém Tower is a famous landmark in Mindelo, Cape Verde. It is 80 years old. It is under 30 metres tall. The view from the top is beautiful!

## 1 • CLIL (Geography)

### 1 **Aim** To present the United Kingdom

- Ask Ss to look at the map.
- Play the recording. Ss listen and read the text and identify the cities 1-8.
- Read out the **Grammar** box.
- Check Ss' answers.

## Answer Key

- |             |           |           |
|-------------|-----------|-----------|
| 1 Stirling  | 4 Bath    | 7 Belfast |
| 2 Edinburgh | 5 Cardiff | 8 Derry   |
| 3 London    | 6 Bangor  |           |

### 2 **Aim** To present a country of the UK

- Ask Ss to copy the table into their notebooks and then complete it with the information in the texts.

- Then ask various Ss to present one of the countries of the UK to the class.

## Suggested Answer Key

**Country:** England

**Capital city:** London

**Other cities:** Bath

**Landmarks:** The Palace of Westminster in London and the ancient Roman Spa in Bath

**Country:** Wales

**Capital city:** Cardiff

**Other cities:** Bangor

**Landmarks:** The Millennium Stadium in Cardiff and the Menai Straits Bridge in Bangor

**Country:** Northern Ireland

**Capital city:** Belfast

**Other cities:** Derry

**Landmarks:** The Albert Clock in Belfast and the old City Wall in Derry

## Suggested answer

Wales is part of the United Kingdom. The capital city of Wales is Cardiff. Another important city is Bangor. The Millennium Stadium is a landmark in Cardiff. The Menai Straits Bridge is a landmark in Bangor.

## Flash Time • 1

### 1 **Aim** To draw a map

- Explain the task and give Ss time to draw their map in their notebook and complete it.
- Ask various Ss to present their maps to the class.
- Alternatively, assign the task as HW and display the maps around the class.

## Suggested Answer Key

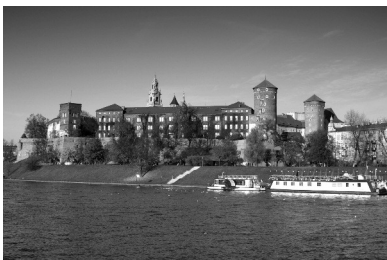


## 2 **Aim** To expand the topic

- Ask Ss to work in small groups and copy the tables into their notebooks. Then give them time to collect information about famous landmarks in the cities in Ex. 1 and complete their notes.
- Then give Ss time to prepare a poster. Display the posters in the class.

### Suggested Answer Key

Name of landmark	What it is	Where it is
Castle Square	square	Warsaw
Wawel Castle	castle	Krakow
St Mary's Church	church	Gdansk
Poznan Cathedral	cathedral	Poznan



## 3 **Aim** To present landmarks in Poland

Ask various Ss to present Polish landmarks to the class using the map in Ex. 1 and their notes from Ex. 2.

### Suggested Answer Key

*My country is famous for its landmarks. Castle Square is a square in Warsaw. Wawel Castle is a castle in Krakow. St Mary's Church is a church in Gdansk. Poznan Cathedral is a cathedral in Poznan.*

## 4 a) **Aim** To do research about the Polish flag

- Give Ss time to research online about the colours of the Polish flag and their meanings.
- Ask Ss to tell the class.

**NOTE TO TEACHER:** As the English words for the meanings of the colours are advanced, Ss are not expected to know them. Accept answers in L1 and try to explain their meanings in simple terms. Explain that 'national pride' is a feeling of happiness and satisfaction from being a citizen of your country.

Ask Ss how they feel about their flag and their nationality.

### Suggested Answer Key

*The colours of the Polish flag are red and white. Red is for the red shield of the coat of arms of Lithuania and white is for the white eagle of Poland. Together they symbolise unity.*

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

- Explain the task and give Ss time to research other flags with the same colours as theirs.
- Ask Ss to tell the class.

### Suggested Answer Key

*Indonesia and Monaco have red and white flags.*

## Progress Check 1

- |   |            |              |           |     |
|---|------------|--------------|-----------|-----|
| 1 | 1 R        | 2 W          | 3 R       | 4 W |
| 2 | 1 Canada   | 3 Brazil     | 5 the USA |     |
|   | 2 Portugal | 4 the UK     |           |     |
| 3 | 1 London   | 3 Ottawa     |           |     |
|   | 2 Canberra | 4 Wellington |           |     |
| 4 | 1 autumn   | 3 winter     |           |     |
|   | 2 summer   | 4 spring     |           |     |

# Module 1

- 5** 1 January      3 April      5 August  
 2 March      4 June      6 October  
 a 3      b 4      c 2      d 1
- 6** 1 my      3 his      5 its      7 their  
 2 your      4 her      6 our
- 7** 1 is/'s      3 are/'re  
 2 am/'m      4 are/'re
- 8** 1 'm not    2 isn't    3 aren't    4 isn't
- 9** 1 Is, is      3 Are, are  
 2 Is, isn't    4 Are, aren't
- 10** 1 My name's Sam. Sam Jones.  
 2 And you?  
 3 How old are you?  
 4 I'm eleven, too.

**11** Hello,  
 My name is Jan Zamoyski. I'm 10 years old. I'm from Poland. My birthday is on 14th May. What about you?  
 Write soon,  
 Jan

- 12** 1 Banks      3 New Zealander  
 2 12      4 18th February

## 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.

# Family ties **Module 2**

## Topic

In this module, Ss will explore the topics of family members & pets and physical appearance & personality.

## Module page

**32-33**

**Lesson Objectives:** To get an overview of the module, to learn family members & pets

**Vocabulary:** Family members (*mum [mother], dad [father], parents, brother, sister, husband, wife, aunt, uncle, granddad [grandfather], grandma [grandmother], cousin*); Pets (*goldfish, rabbit, dog, cat, parrot*)

## 2a Reading

**34-35**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to present the British Royal Family, to listen for specific information, to write a post about your family

**Vocabulary:** Dogs (*Jack Russell, English Spaniel, Corgi*); Nouns (*Head of State*); Adjectives (*royal, good-looking*)

## 2b Grammar

**36-37**

**Lesson Objectives:** To learn *have got* (affirmative & negative), to learn the possessive case ('/s - of the), to learn the question word *whose*

## 2c Vocabulary

**38**

**Lesson Objectives:** To learn physical appearance & personality adjectives, to describe yourself and a family member

**Vocabulary:** Physical appearance (*thin, fat, short, tall, young, old*); Personality adjectives (*clever, polite, funny, kind, friendly*)

## 2d Everyday English

**39**

**Lesson Objectives:** To practise describing a family member, to read for specific information, to role-play a dialogue, to pronounce /ʃ/, /tʃ/

## 2e Grammar

**40-41**

**Lesson Objectives:** To learn *have got* (interrogative & short answers), to learn plurals (regular & irregular)

## 2f Across Cultures

**42-43**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to present a superhero, to listen for specific information, to write an article about The Flash, to create a superhero

**Vocabulary:** Nouns (*outfit, beginner*); Adjectives (*strong, brave*)

## 2 CLIL (Science)

**44**

**Lesson Objectives:** To read for specific information, to present a type of animal, to create a poster

**Vocabulary:** Nouns (*fur, fin, scale, skin*); Adjective (*smooth*)

## Flash Time 2

**45**

**Lesson Objectives:** To create a family tree, to present a family tree, to learn about values

## Progress Check 2

**46-47**

**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 an email

## 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 unit will cover.

#### 1 a) To present vocabulary for family members

- Read out the **Vocabulary** box.
- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

#### b) To practise vocabulary for family members

- Direct Ss' attention to the pictures and explain the task.
- Ss complete the task. Check Ss' answer.

#### Answer Key

- |            |                       |
|------------|-----------------------|
| 2 aunt     | 7 mum/mother          |
| 3 brother  | 8 grandma/grandmother |
| 4 cousin   | 9 uncle               |
| 5 daughter | 10 dad/father         |
| 6 wife     |                       |

#### 2 To match pets to owners

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

#### Suggested Answer Key

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 A | 2 E | 3 B | 4 C | 5 D |
|-----|-----|-----|-----|-----|

### 2a • Reading

#### 1 To listen and read for gist

- Ask Ss to look at the picture and elicit Ss' guesses as to what it is about (*The British Royal Family*). Then ask Ss to look at the pictures of the types of dogs and guess which royal owns which dog.
- Play the recording. Ss listen and read to find out.

#### Answer Key

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

#### 2 To read for specific information

- Read out the **Note** box.
- Give Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

#### Answer Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 W | 2 W | 3 R | 4 R |
|-----|-----|-----|-----|

#### 3 To consolidate comprehension of a text

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

#### Answer Key

- |  |
|--|
| 1 the United Kingdom                     |
| 2 Prince Phillip (the Duke of Edinburgh) |
| 3 children                               |
| 4 wife                                   |

- Play the video for Ss and elicit their comments.

#### 4 To consolidate new vocabulary

- Read out the words in the list and give Ss time to use them to complete the sentences.
- Check Ss' answers.

#### Answer Key

- |                 |                |
|-----------------|----------------|
| 1 popular       | 3 children     |
| 2 grandchildren | 4 good-looking |

#### 5 To talk about and present the British Royal Family

- Explain the task and ask Ss to complete the sentences.
- Then ask various Ss to use the completed text to present the British Royal Family to the class.

#### Answer Key

Queen Elizabeth II is the **Queen of the United Kingdom**. Her husband is **Prince Phillip, the Duke of Edinburgh**. They've got **four** children: **Prince Charles, Princess Anne, Prince Andrew** and **Prince Edward**. Prince Charles has got two sons: **Prince William** and **Prince Harry**. Prince William has got a **wife**. Her name's **Kate Middleton**.

#### 6 To listen for specific information

- Ask Ss to look at the pictures and think about how many family members are in each one and who they are.
- Then play the recording. Ss listen and identify which picture shows Simon's family.

#### Answer Key

C

## 7 **Aim** To write a blog post

- Read out the **Warning** box. Explain the task and give Ss time to copy and complete the blog post in their notebooks.
- Then ask Ss to swap paper with a partner and correct each other's work.

### Suggested Answer Key

*I've got a big family. My dad's name is Pawel. He is 42 years old. My mum's name is Maria. She's 40 years old. I've got two brothers and one sister. I haven't got a pet. My grandfather's name is Gerek and my grandmother's name is Stefa. I love my family!*

## 2b • Grammar

### 1 **Aim** To present and practise the verb 'have got' (affirmative)

- Present the affirmative of the verb 'have got'. Read out the examples. Then write them on the board.
- Ask Ss to read the theory.
- Explain the task and read out the example.
- Ask Ss to complete the sentences.
- Check Ss' answers.
- Refer Ss to GR p. 129 for more information.

#### Answer Key

- |            |           |
|------------|-----------|
| 1 have got | 3 has got |
| 2 have got | 4 has got |

### 2 **Aim** To practise the verb 'have got' (affirmative)

- Explain the task and read out the example.
- Give Ss time to complete the sentences.
- Check Ss' answers.

#### Answer Key

- |            |           |            |
|------------|-----------|------------|
| 2 has got  | 4 has got | 6 have got |
| 3 have got | 5 has got |            |

### 3 **Aim** To distinguish between the short form of the third-person singular of have/be

- Read out the **Note** box and then explain the task and read out the examples.
- Give Ss time to rewrite the remaining sentences and then check their answers.

#### Answer Key

- |                       |                         |
|-----------------------|-------------------------|
| 3 Mary is American.   | 5 Bob has got a sister. |
| 4 Tony has got a dog. |                         |

### 4 **Aim** To present and practise the verb 'have got' (negative)

- Present the negative of the verb 'have got'. Read out the examples. Then write them on the board.
- Ask Ss to read the theory.
- Explain the task and read out the example.
- Give Ss time to correct the sentences.
- Check Ss' answers.
- Refer Ss to GR p. 129 for more information.

#### Answer Key

- No! Joey hasn't got a brother. He's got a sister.
- No! They haven't got a daughter. They've got a son.
- No! I haven't got a fish. I've got a bird.

### 5 **Aim** To present/practise the possessive case ('s - of the)

- Read out the theory box and explain the possessive case.
- Give further examples and then give Ss time to complete the task.
- Check Ss' answers.
- Refer Ss to GR p. 129 for more information.

#### Answer Key

- |                     |                     |
|---------------------|---------------------|
| 1 girl's book       | 3 legs of the chair |
| 2 colour of the bag |                     |

### 6 **Aim** To present whose

- Read out the **Word** box and present the question word whose.
- Point to a student's book and say: *Whose book is this? (It's [Paula's].)* Write it on the board. Indicate some desks in the classroom and say: *(Whose desks are these? They are the students' desks.)* Write it on the board.
- Explain the task and read out the example.
- Give Ss time to complete the remaining items.
- Check Ss' answers.

#### Answer Key

- Whose dog is this? It's Mario's dog.
- Whose cat is this? It's Tom and Peter's cat.
- Whose parrot is this? It's the girls' parrot.

## 2c • Vocabulary

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

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

## Module 2

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

- Read out the **Grammar** box.
- Explain the task and read out the example.
- Ask Ss to read the sentences and choose the correct words according to the pictures.
- Check Ss' answers around the class.

#### Answer Key

2 fat                      4 short                      6 old  
3 tall                      5 young

### 2 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Read out the examples. Then give Ss time to match the adjectives to the pictures and write them in their notebooks.
- Ask various Ss around the class to say, following the examples.

#### Answer Key

C 5                      D 4                      E 3

C: He's friendly.                      E: He's funny.  
D: She's kind.

### 3 **Aim** To practise new vocabulary; to describe yourself and a family member

- Explain the task and read out the example description.
- Ask Ss to work in closed pairs and describe themselves and a family member to each other.
- Monitor the activity around the class and then ask some Ss to share their descriptions with the class.

#### Suggested Answer Key

*I'm short and thin. I'm friendly. My brother Stanislav is young. He's tall and thin. He's funny.*

## 2d • Everyday English

### 1 **Aim** To listen and read for gist

Ask Ss to look at the pictures and then listen and read the dialogue.

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

- Read out the **Word** box.
- Ask Ss to read the questions 1-3 and then give them time to read the dialogue again and answer them.

- Check Ss' answers.

#### Answer Key

1 *Jessica is tall.*  
2 *Nat is Hannah's friend.*  
3 *Hannah is very friendly.*

### 3 **Aim** To role-play a dialogue

- Explain the task.
- Remind Ss that they can use the dialogue in Ex. 1 as a model as well as the adjectives on p.38 to help them complete the task.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

#### Suggested Answer Key

A: *Hi, Bogdana. How are you?*  
B: *Hi, Cezar. I'm great, thanks. And you?*  
A: *Not bad. Hey, who's that boy over there?*  
B: *Who? The short fat one?*  
A: *No, that's my friend, Lech. The tall one.*  
B: *Oh, that's my cousin, Henry.*  
A: *Where's he from?*  
B: *The USA. He's American.*  
A: *How old is he?*  
B: *He's 10 and he's very funny. Come on, let's go and say hello.*  
A: *Cool!*

## Pronunciation

### **Aim** To pronounce /ʃ/, /tʃ/

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

## 2e • Grammar

### 1 **Aim** To present and practise the verb 'have got' (interrogative & short answers)

- Present the interrogative form of 'have got'. Point to a S and ask: *Has Tim got a dog?* (Yes, he has.) Ask: *Has Tim got a cat?* (No, he hasn't.) Write these on the board and underline 'Has ... got', Yes, he has. /No, he hasn't.
- Elicit from Ss how interrogative is formed. Explain that the last two sentences are short answers. Elicit from Ss how short answers are formed (Yes + personal pronoun/noun + have/has - No + personal/pronoun/noun + haven't/hasn't).



- Ask Ss to read the **theory** box and then read out the examples.
- Give Ss time to complete the task and then check Ss' answers.
- Refer Ss to GR p. 129 for more information.

## Answer Key

1 d      2 e      3 a      4 c      5 b

## 2 **Aim** To practise the verb 'have got' (interrogative & short answers)

- Explain the task and then read out the example.
- Give Ss time to complete the task and then check Ss' answers.

## Answer Key

2 Have, have      3 Has, has      4 Has, hasn't

## 3 **Aim** To practise the verb 'have got' (interrogative & short answers)

- Explain the task and then read out the example.
- Give Ss time to complete the task and then check Ss' answers.

## Answer Key

2 Has she got a brother? No, she hasn't.  
3 Have you got a sister? No, I haven't.  
4 Has Mark got a rabbit? Yes, he has.  
5 Have you and Maria got a dog? Yes, we have.

## 4 **Aim** To present/practise plurals (regular)

- Direct Ss' attention to the theory box.
- Read the theory aloud and make sure Ss understand how to form plural nouns.
- Then give Ss time to write the plurals.
- Check Ss' answers.
- Refer Ss to GR p. 130 for more information.

## Answer Key

1 brushes      4 girls      7 scarves  
2 babies      5 buses  
3 boxes      6 boys

## 5 **Aim** To present/practise plurals (irregular)

- Read out the **Grammar** box.
- Read through the items and elicit the plurals from Ss around the class.
- Refer Ss to GR p. 130 for more information.

## Answer Key

2 men      3 children      4 teeth

## 2f • Across Cultures

### 1 **Aim** To listen and read for gist

- Direct Ss' attention to the pictures and ask if they know anything about Superman/Supergirl.
- Allow Ss time to read the questions and answers.
- Play the recording. Ss listen and read the text and complete the task.
- Check Ss' answers.

## Answer Key

1 b      2 d      3 a      4 c

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

- Allow Ss time to read the text again and mark the statements according to what they read.
- Check Ss' answers.

## Answer Key

1 R      2 W      3 R      4 W

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

- Give Ss time to answer the questions referring to the text if necessary.
- Check Ss' answers.

## Answer Key

1 They are Jonathan and Martha Kent.  
2 Kara Zor-El.  
3 Supergirl's sister.

- Play the video and elicit Ss' comments.

## Culture Spot

Read out the box and then give Ss time to research online and find a famous superhero from their country. Ask Ss to present him/her to the class.

## Suggested Answer Key

White Eagle is a famous superhero in Poland. His real name is Aleks Poniatowski. He is brave and very strong.

### 4 **Aim** To consolidate new vocabulary

- Explain the task and read out the example.
- Then Ss complete the task.
- Check Ss' answers.

## Answer Key

1 strong      2 brave      3 outfit

## Module 2

### 5 **Aim** To present a superhero; to consolidate information in a text

- Allow Ss time to look through the text again and present one of the superheroes to the class.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

**Supergirl** is from **Krypton**. Her name is **Kara Zor-El**. She has got a **sister, Alex**. **Supergirl** is **short, thin** and **beautiful**. She has a red and blue outfit with a red 'S' on the front.

### 6 **Aim** To listen for specific information

- Explain the task and ask Ss to read through the gapped text about the superhero and think about what information may be missing. (e.g. 1 noun, 2 noun, 3 adjective, 4 adjective, 5 noun)
- Play the recording. Ss listen and fill the gaps.
- Check Ss' answers.
- Play the video for Ss and elicit their comments.

#### **Answer Key**

1 Missouri      3 strong      5 Wally West  
2 Allen      4 clever

### 7 **Aim** To write an article

- Explain the task and give Ss time to write their article using the information from Ex. 6.
- Check Ss' answers.
- Alternatively, assign the task as H/W and check Ss' answers in the next lesson.

#### **Suggested Answer Key**

The Flash is from **Missouri, USA**. His real name is **Barry Allen**. He is **tall** and **strong**. He is **clever, too**. He is **the husband of Iris West** and **the uncle of Wally West, the third Flash**. He's a great superhero!

### 8 **Aim** To create a superhero

- Explain the task and give Ss time to complete it including all the points.
- Ask various Ss to present their superhero to the class.

#### **Suggested Answer Key**

**Name:** Sophie Davies (Magic Girl)

**Where from:** London UK

**Appearance:** tall, thin

**Personality:** friendly, clever

My superhero is Magic Girl. She is from London, UK. Her real name is Sophie Davies. She is tall and thin and has got a purple outfit. She is very friendly and clever. She can do magic.

## 2 • CLIL (Science)

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

- Give Ss time to read the text and the statements and then mark them as right or wrong.
- Check Ss' answers.

#### **Answer Key**

1 W    2 R    3 W    4 W    5 R    6 W

### 2 **Aim** To present a type of animal

- Explain the task and then ask various Ss around the class to present a type of animal to the class using the photos.

#### **Suggested Answer Key**

Trout are fish. We can find fish in the water. They have got fins and scales.

- Play the video for Ss and elicit their comments.

### 3 **Aim** To create a poster

- Explain the task and ask Ss to work in small groups.
- Give Ss time to collect information about various types of animals as well as pictures.
- Tell Ss to classify and label them.
- Ask various groups to present their poster to the class and then display them around the class.
- As an extension, you may add the category *reptiles* and ask Ss to include this on their poster.

#### **Suggested Answer Key**

##### **MAMMALS**



fox



elephant

##### **BIRDS**



eagle



peacock

## FISH



parrotfish



clown fish

## INSECTS



grasshopper



beetle

## AMPHIBIANS



salamander



toad

## REPTILES



snake



lizard

## Flash Time • 2

### 1 **Aim** To create a family tree

- Explain the situation and give Ss time to complete the task and draw pictures.
- Ask various Ss to present Mia's family tree to the class.

(Ss' own answers)

### 2 **Aim** To complete a table

- Ask Ss to copy the table into their notebooks and complete it with information about each family member from the family tree in Ex. 1.
- Elicit answers from Ss around the class.

## Suggested Answer Key

Family member	Name	Age	Appearance	Character
grandma	Betty	61	short and plump	kind
dad	David	36	tall and thin	funny
mum	Louise	32	short and thin	polite
uncle	Ben	35	tall and plump	friendly
aunt	Marie	30	tall and thin	kind
brother	Thomas	8	short and thin	funny
cousin	Daphne	7	tall and thin	clever

### 3 **Aim** To present Mia's family

Ask various Ss to present Mia's family to the class using the family tree from Ex. 1 and the notes from Ex. 2.

## Suggested Answer Key

This is Mia's family. Her grandad's name is Jerry. He is 63 years old. He is tall and plump. He is funny. Mia's grandma is Betty. She is 61 years old. She is short and plump. She's very kind. Mia's dad's name is David. He is 36 years old. He's tall and thin. He's funny. Her mum is Louise. She is 32 years old. Louise is short and thin. She's very polite. Mia's uncle is Ben. He's 35 years old. He is tall and plump. He is very friendly. His wife, is Marie. Marie is Mia's aunt. She is 30 years old. She's tall and thin. She's kind. This is Mia's brother. His name is Thomas and he is 8 years old. He's short and thin. He's very funny, too. Mia's cousin's name is Daphne. She is 7 years old. She's tall and thin. She's very clever.

### 4 a) **Aim** To develop critical thinking skills

Read the sayings aloud and give Ss time to consider what they mean and discuss them in pairs. Then elicit explanations from various Ss.

## Module 2

### Suggested Answer Key

The first saying means that our family is more important than anything else in life.

The second saying means that when you are having problems, the people in your family are the best people to support you.

### b) To consolidate meaning through translation

Elicit the L1 translations for the sayings from Ss around the class.

(Ss' own answers)

### c) To develop critical thinking skills

- Explain the task and read out the words.
- Give Ss time to complete the sentence and then elicit answers from Ss around the class.

### Suggested Answer Key

everything

### Progress Check 2

1 1 W 2 R 3 W 4 W 5 R

2 1 dad 3 aunt 5 husband  
2 granddad 4 sister 6 daughter

3 1 short 2 thin 3 young

4 1 friendly 3 funny 5 clever  
2 kind 4 polite

5 1 has got 3 haven't got 5 has, got  
2 Have, got 4 have got 6 hasn't got

6 1 Ann's 4 boys' bikes  
2 door of the house 5 legs of the chair  
3 girl's cat

7 1 children 5 classes 9 girls  
2 boxes 6 men 10 wives  
3 toys 7 feet  
4 babies 8 watches

8 1 Hey, who's that boy over there?  
2 The short thin one?  
3 That's my friend, Joey.  
4 Let's go and say hello.

9 Hello,  
My cousin's name is Nacek. He is 12 years old.  
He is short and thin. He is funny and clever.  
What about you?  
Write soon,  
Sabiny

10 1 C 2 A 3 C 4 C 5 C

### 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.