

FLASH

Teacher's Book

Klasa 7

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Introduction to the Teacher

Flash 7 is a modular course for learners studying British English at CEFR Level A2+. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

Flash 7 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** is in full colour and contains modules corresponding to those in the Student's Book containing practice in Vocabulary, Grammar, Everyday English, Reading, Listening and Writing. There is also a **Grammar** section with theory and exercises. All the exercises in the Workbook are marked with graded level of difficulty (*, **). There are 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 Grammar section which contains practice on each grammar structure presented within each module as well as a detailed explanation of each grammar point. There is also 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, 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 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

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.

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.

Writing Bank

This section provides presentation of various writing task types. It contains theory, plans, model compositions, useful language and practice to familiarise students with the certain writing task types.

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.

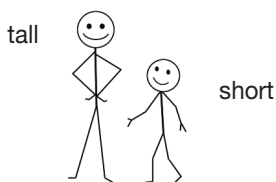
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Flash 7* is presented through pictures. Ss are asked **to match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p.4, 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 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 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 2, p. 26, Ex. 2b 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 7* 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 4, p. 55, 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 S's CDs, 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. 5 on p. 7 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. 2 on p. 4 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 the Student's Audio CD

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

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

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

grammar explanations; 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 Teen World

Topic

In this module, Ss will explore the topics of clothes, footwear & accessories, appearance, character, feelings, daily routine and free-time activities.

Module page

4-5

Lesson Objectives: To get an overview of the module, to talk about clothes, footwear & accessories, to describe people

Vocabulary: Clothes, footwear & accessories (*trousers, sunglasses, boots, tie, skirt, scarf, jacket, coat, dress, suit, high-heeled shoes, polo shirt, trainers, flip-flops, gloves, tights, shorts, sandals, flat shoes, socks, T-shirt, long-sleeved shirt, jeans, hat, belt*); Appearance (*plump, thin, skinny, well-built, tall/short, long/short, big, small, of medium height, young, old, moustache, beard, wavy, straight, curly, slim, round, oval, freckles, wrinkles, full, glasses, blue/brown/green, in his/her early/mid/late thirties, fair/brown/black/red*)

1a Reading

6-7

Lesson Objectives: To listen and read for specific information, to read for key information, to talk about free-time activities, to interview sb/be interviewed, to write an interview

Vocabulary: Free-time activities (*going to amusement parks, surfing the Net, playing sports, watching TV/videos, going shopping, reading books/magazines, listening to music, playing video/computer games, exercising, drawing/painting, going to the cinema, eating at fast food restaurants*); Nouns (*issue, pocket money*); Adjective (*additional*)

1b Grammar

8-9

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

1c Vocabulary

10

Lesson Objectives: To learn about feelings and character; to talk about friends' and family members' characters

Vocabulary: Feelings (*happy, sad, angry, shy, surprised, bored, scared, excited*); Character (*cheerful, selfish, generous, popular, talkative, bossy, energetic, honest, impatient*)

1d Everyday English

11

Lesson Objectives: To act out a dialogue describing a person, to learn the pronunciation of pronounced/silent 'h'

1e Grammar

12-13

Lesson Objectives: To learn/revise the past simple and the past continuous

1f Across Cultures

14-15

Lesson Objectives: To listen and read for gist, to read for key information, to learn prepositional phrases, to talk about Disneyland, to listen for key information, to write a comment on a blog

Vocabulary: Verb (*greet*); Nouns (*fairytale, guest, ride, speed*); Adjectives (*scary, exhausted*); Phrases (*believe my luck, hold your breath*)

1 CLIL (Citizenship)

16

Lesson Objectives: To listen and read for gist, to read for key information, to talk about discrimination

Vocabulary: Verbs (*communicate, treat*); Nouns (*miniature, wheelchair, stereotype, prejudice, discrimination, victim*); Adjectives (*fellow, negative*); Adverb (*unfairly*)

Flash Time 1

17

Lesson Objectives: To read for specific information, to write a card, to give a presentation on what makes a good friendship, to talk/learn about the value of friendship

Progress Check 1

18-19

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to read for key information, to listen for key information, 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 unit will cover.

1 **Aim** To present vocabulary for clothes, footwear & accessories

- Ask Ss to look at the pictures and read the list of items.
- Give Ss time to match the words to the pictures and then check their answers.

Answer Key

1 tights	14 gloves
2 belt	15 skirt
3 flip-flops	16 dress
4 tie	17 T-shirt
5 scarf	18 flat shoes
6 boots	19 polo shirt
7 sunglasses	20 trainers
8 trousers	21 high-heeled shoes
9 jeans	22 hat
10 coat	23 shorts
11 socks	24 long-sleeved shirt
12 sandals	25 suit
13 jacket	

2 **Aim** To talk about clothes, footwear & accessories

- Ask Ss to discuss in pairs what they usually wear at the different times/places in the list.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

A: What do you usually wear at school?

B: I usually wear jeans, a long-sleeved shirt and trainers at school.

A: I usually wear a skirt, a T-shirt and flat shoes at school.

B: What do you usually wear at home?

A: I usually wear jeans, a T-shirt and socks at home.

B: I usually wear jeans and a T-shirt at home.

A: What do you usually wear for a special occasion?

B: I usually wear trousers, a long-sleeved shirt and a tie for a special occasion.

A: I usually wear a dress.

B: What do you usually wear at the beach?

A: I usually wear shorts, a T-shirt and flip-flops at the beach.

B: I usually wear the same.

3 **Aim** To categorise new vocabulary

- Ask Ss to write the headings into their notebooks and then give them time to write the words under the correct headings.
- Check Ss' answers.

Answer Key

age: young, old, in his/her early/mid/late thirties

height: tall/short, of medium height

weight: plump, thin, skinny, well-built, slim

hair: long/short, wavy, straight, curly, fair/brown/black/red

ears: big, small

eyes: blue/brown/green

face: round, oval

lips: thin, full

special features: moustache, beard, freckles, wrinkles, glasses

4 **Aim** To describe people

Ask various Ss around the class to describe the people in the pictures.

Suggested Answer Key

Jane is young. She's short and thin. She's got straight hair and brown eyes.

Keith is in his early thirties. He's tall and slim, with short straight fair hair. He's got glasses.

Sue is in her mid-thirties. She's tall and slim, with an oval face, thin lips and long wavy hair.

Mark is in his late sixties. He's short and slim, with short hair. He's got big ears.

Tony is in his early twenties. He's tall and slim. He's got straight black hair and brown eyes.

Sam is in his early thirties. He's tall and plump. He's got a beard and moustache.

Ken is young. He's short and slim. He's got curly hair and brown eyes.

1a • Reading

1 **Aim** To predict the content of a text; to listen and read for specific information

- Ask Ss to look at the picture and read the introduction.
- Elicit various questions from Ss and write three of them on the board.
- Play the recording. Ss listen and read and see if they can answer the questions.

Module 1

Suggested Answer Key

What do you do in your free time? (football and volleyball, computer games, listening to CDs)

What's your favourite school subject? (not answered)

What music do you like? (Eminem)

2 To read for key information (match headings to paragraphs)

- Give Ss time to read the text again and match the sections to the headings.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-----------------|
| 1 School life | 3 House & Home |
| 2 Hobbies & Free Time | 4 Hopes & Fears |

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

3 To make notes on a text, talk about a person and compare lifestyles

- Ask Ss to make notes on the text under the headings in Ex. 2. Then ask various Ss to tell the class about Filip.
- Elicit how similar/different Ss' lifestyles are to Filip's.

Suggested Answer Key

School life: 8:45 – 2:45, additional art & English classes, HW until 8

Hobbies & Free Time: plays football, volleyball, listens to music, plays computer games, goes to cinema

House & Home: 4 bedroom flat, with family, argue with parents about playing computer games and drinking cola

Hopes & Fears: worries about future

Filip starts school at 8:45 and ends at 2:45. He has additional art and English classes. He does homework in the evening until about 8 pm. In his free time, he plays football and volleyball and listens to music. He also plays computer games and goes to the cinema. He lives with his family in a four-bedroomed flat. He sometimes argues with his parents about playing computer games too often and drinking cola. He worries about the future.

My life is very similar to Filip's. The only difference is that Filip has a bigger flat and I don't like computer games.

4 a) To present free-time activities

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

b) To match free-time activities to pictures

- Ask Ss to look at the pictures and then ask Ss what activities they show. Ss write their answers.
- Check Ss' answers around the class.

Answer Key

- 1 exercising
- 2 going shopping
- 3 surfing the Net
- 4 going to amusement parks
- 5 playing sports
- 6 playing video/computer games
- 7 listening to music
- 8 reading books/magazines
- 9 watching TV

5 To talk about free-time activities

- Explain the task and choose two Ss to perform the task in front of the class following the example.
- Ask Ss to talk in pairs about their free-time activities at weekends.
- Monitor the activity around the class
- Check Ss' answers.

Suggested answer

A: I like watching TV and going shopping with my mum at the weekends, but I don't like painting. How about you?

B: Well, I like surfing the Net and listening to music. I don't like playing sports.

6 To interview/be interviewed by sb

- Ask Ss to use the interview questions on p. 6 and interview their partner.
- Monitor the activity around the class and have Ss swap roles.
- Ask Ss to record themselves for self-appraisal.

Suggested Answer Key

A: When does school start and finish?

B: School starts at 8:45 and ends at 2:45, just like Filip.

A: Do you get homework?

B: Of course! I do about an hour of homework every evening.

- A: Do you get any pocket money?
 B: Not exactly, but I can ask my parents when I think I need something.
 A: What do you do in your free time?
 B: Anything that involves computers. I surf the Net, play computer games – I even do a bit of programming.
 A: Where do you live?
 B: I live in a two-bedroomed flat with my parents. It's in the centre of Warsaw.
 A: Do you argue with your parents?
 B: No, not really. I see that they work hard, they see that I study hard, and that's enough.
 A: What do you like and hate about being 14?
 B: I like having good friends, and I like having time to do what I like. I hate going to bed early!
 A: What do you worry about?
 B: Not much. Life's too short!

7 To write an interview

- Explain the task and give Ss time to complete it using their answers in Ex. 6 and the headings in Ex.2.
- Check Ss' answers.

Suggested Answer Key

School life

- A: When does school start and finish?
 B: School starts at 8:45 and ends at 2:45.
 A: Do you get homework?
 B: I get about an hour every evening.

Hobbies and free time

- A: What do you do in your free time?
 B: I surf the Net, play computer games and do a bit of programming.

House & home

- A: Where do you live?
 B: I live in a two-bedroomed flat with my parents in Warsaw.

Hopes & fears

- A: What do you like and hate about being 14?
 B: I like having good friends and having time to do what I like. I hate going to bed early!
 A: What do you worry about?
 B: Not much life's too short.

1b • Grammar

1 To present/revise the present simple and the present continuous

- Say then write on the board: *I always eat breakfast in the morning.* Elicit what tense the verb is in (*present simple*) and what the

sentence expresses (*a habit/routine*). Say, then write on the board: *I am teaching a lesson now.* Elicit what tense the verb is in (*present continuous*) and what the sentence expresses (*an action happening now*). Explain that stative verbs (*i.e. verbs that describe a state not an action*) don't usually have continuous forms (*e.g. I believe in fairies. NOT I'm believing in fairies*).

- Ask Ss to read the table and the cartoon and then elicit how we form the present simple and the present continuous from Ss around the class. Use the examples provided in the table.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- We form the present simple in the affirmative with personal pronoun + base form of verb (Note: 3rd person singular of the verb takes -s, -es or -ies); in the interrogative with do + personal pronoun + base form of main verb (Note: 3rd person singular of the verb takes does and not do); and in the negative with personal pronoun + do/does + not + base form of main verb
- We form the present continuous in the affirmative with personal pronoun + the verb to be (to agree with pronoun) + -ing form of the main verb; in the interrogative with the verb to be (to agree with pronoun) + personal pronoun + -ing form of the main verb; and in the negative with personal pronoun + the verb to be (to agree with pronoun) + not + -ing form of the main verb

2 To practise the present simple

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

Answer Key

- | | |
|----------------|-----------------|
| 1 teaches | 4 Does your mum |
| 2 doesn't sing | bake |
| 3 like | 5 don't speak |

3 To present/revise adverbs of frequency

- Ask Ss to study the **Note** box and then complete the task.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers.

Module 1

Suggested Answer Key

A: How often does your mum surf the Net?

B: She sometimes surfs the Net.

B: How often do you go to bed late?

A: I often go to bed late.

A: How often do you play football?

B: I never play football.

B: How often does your dad watch TV?

A: He always watches TV on Saturday night.

4 **Aim** To practise the present continuous

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

Answer Key

- | | |
|---------------------|-------------------|
| 1 aren't coming | 4 is cooking |
| 2 am meeting | 5 is sleeping |
| 3 Are you listening | 6 Are you leaving |

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

- Ask Ss to study the **Note** box and then complete the task.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers.

Answer Key

- Are you going, is coming
- are you sitting, am waiting
- draws, works
- does the festival last, lasts
- are you doing, am looking
- does the performance start, think, am not
- Do you want, am meeting
- are they going, need

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

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

Answer Key

- | | |
|---------------|--------------------|
| 1 are you | 8 am learning |
| 2 rains | 9 are working |
| 3 don't mind | 10 are looking |
| 4 start | 11 are also having |
| 5 finish | 12 are putting |
| 6 have | 13 are having |
| 7 am enjoying | 14 are going |

7 **Aim** To consolidate information in a text; to practise prepositions of time

- Ask Ss to study the **Note** box and then complete the task in pairs following the example.
- Monitor the activity around the class

Suggested Answer Key

A: When do lessons start and finish?

B: Lessons start at 8:30 every morning and finish at 4 in the afternoon. What is Becky doing in her music class?

A: She is learning to play the bagpipes. etc

8 **Aim** To practise time expressions with present simple and present continuous using personal examples

Explain the task and give Ss time to complete it and then ask various Ss to share their answers with the class.

Suggested Answer Key

I'm writing sentences now.

I get up at 7 every Monday morning.

I'm learning to play the piano at the moment.

My mum is visiting my grandma now.

I'm not going out tonight.

My friends are planning a trip these days.

I always watch TV on Friday night.

We go to the beach every summer.

I go to the park on Sunday afternoon.

I don't go to school at the weekend.

I wear a coat in winter.

My friends are coming to my place in the evening.

1c • Vocabulary

1 a) **Aim** To present new vocabulary relating to feelings

- Ask Ss to look up the words in their dictionaries. Then give them time to match them to the pictures.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|----------|-------------|
| 1 excited | 4 bored | 7 happy |
| 2 sad | 5 scared | 8 surprised |
| 3 angry | 6 shy | |

b) **Aim** To practise new vocabulary

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

Suggested Answer Key

- 1 I feel happy when I go out with my friends.
- 2 I feel sad when my dad is away for work.
- 3 I feel angry when my brother takes my toys.
- 4 I feel surprised when I open birthday presents.
- 5 I feel excited when I go to the beach.

2 To present new vocabulary

- Ask Ss to read the adjectives 1-9 and match them to their justifications.
- Have Ss check their answers in their dictionaries.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 3 e | 5 c | 7 h | 9 a |
| 2 f | 4 g | 6 b | 8 i | |

- Read out both of the **Note** boxes.
- Elicit sentences from Ss around the class.
- Elicit any similar idioms in Ss' L1.

Suggested Answer Key

He's as cold as ice – he doesn't cry when someone gets hurt.

Don't be a cry-baby – it's only a little bump.

You're so two-faced! You say you're my friend and then you go to the cinema with someone else.

(Ss' own answers)

3 To talk about character

- Ask Ss to talk about their friends' and family members' characters in closed pairs.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

A: What is your dad like?

B: He's very generous. He likes giving people things. He's sometimes a bit impatient. He hates waiting for things. etc

1d • Everyday English

1 To identify the register of sentences

Play the recording. Ss listen and say whether the sentences are formal or informal.

Answer Key

Informal

2 To predict the content of a dialogue and listen and read for gist

- Elicit what Ss think the dialogue is about based on the sentences in Ex. 1.
- Play the recording. Ss listen and find out.

Answer Key

The dialogue is about the appearance and personality of a new boy at the school.

3 To identify synonymous phrases in a situational dialogue

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

Is that true? = Oh really?

I want to know what he looks like. = What does he look like?

I think it's nice. = I really like it.

Why don't we introduce ourselves now? = Let's go meet him now.

4 To read for specific information

Give Ss time to read the dialogue again and elicit answers to the questions from Ss around the class.

Answer Key

The boy is of medium height and quite slim, too. His hair is fair and curly. He's cheerful and honest. He's talkative too.

5 To practise role playing

- Explain the situation.
- Tell Ss that they can use the pictures and the accompanying vocabulary to complete the task.
- Ss complete the task in pairs.
- 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: Did you meet the new boy in school, Jack?

B: No, I didn't. What does he look like?

A: Well, he's tall and slim.

B: Oh, really? Is his hair dark?

A: No, it's fair and quite short.

B: What is he like? Is he nice?

A: He is clever and seems quite funny too!

B: He sounds like a nice guy.

A: Let's go meet him now!

A: Did you meet the new girl at school, Jane?

B: No, I didn't. What does she look like?

A: She's short and thin.

B: Oh, really? Is her hair dark?

Module 1

A: No, it's fair.

B: What's she like? Is she nice?

A: Yes, she is. She's very cheerful and energetic.

B: She sounds really nice.

A: Let's go and meet her!

Pronunciation



To practise pronouncing silent/ pronounced 'h'

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit the words in which the 'h' is silent.

Answer Key

honest, hour, what, high, exhausted

1e • Grammar



1 To present/revise the past simple

- Say then write on the board: *I worked hard yesterday*. Elicit what tense the verb is in (*past simple*) and what the sentence expresses (*a past action*). Say then write on the board *I was working hard at 2 pm yesterday*. Elicit what tense the verb is in (*past continuous*) and what the sentence expresses (*an action in progress at a specific time in the past*).
- Ask Ss to read the table and the cartoon and then refer Ss to the **Grammar Reference** section for more information.
- Then give Ss time to read the text and complete the task.
- Check Ss' answers and elicit which verbs are regular/irregular from Ss around the class.

Answer Key

- | | |
|-------------------|-------------------|
| 1 travelled (R) | 12 watched (R) |
| 2 visited (R) | 13 found (I) |
| 3 set (I) | 14 felt (I) |
| 4 arrived (R) | 15 bought (I) |
| 5 stood (I) | 16 decided (R) |
| 6 looked (R) | 17 ordered (R) |
| 7 didn't want (R) | 18 tasted (R) |
| 8 rushed (R) | 19 didn't try (R) |
| 9 saw (I) | 20 fell (I) |
| 10 went (I) | 21 had (I) |
| 11 were (I) | |



2 To practise the past simple

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

Answer Key

- 2 Did they visit Universal Studios? No, they didn't. They visited the Wizarding World of Harry Potter theme park at Universal Orlando Resort.
- 3 Did he go on all the rides at the park? Yes, he did.
- 4 Did his parents buy him a wand? No, they didn't. They bought him a wand.
- 5 Did they have lunch at Hogwarts Castle? No, they didn't. They had lunch at the Three Broomsticks restaurant.
- 6 Did Tom try Butterbeer? No, he didn't.



3 To practise the past simple and the past continuous

- Read out the **Note** box.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- 1 arrived, was watching
- 2 left, got, drove
- 3 were you doing
- 4 was cooking, was washing
- 5 was walking, started
- 6 did you spend



4 To practise the past continuous

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

Answer Key

- 2 Was Mary baking a cake yesterday morning? No, she wasn't. She was doing the shopping.
- 3 Were Matt and Eve watching a crime series on Sunday afternoon? Yes, they were.
- 4 Were you doing your homework this afternoon at 5 o'clock? Yes, I was.
- 5 Was Steve making phone calls at 10 o'clock yesterday morning? No, he wasn't. He was having a meeting.



5 To practise the past simple and the past continuous

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

Answer Key

- | | |
|----------------|------------------|
| 1 Did you have | 10 was shining |
| 2 was | 11 was wearing |
| 3 went | 12 started |
| 4 were flying | 13 did you enjoy |
| 5 Did you see | 14 didn't go |
| 6 went | 15 was studying |
| 7 was it | 16 didn't want |
| 8 got | 17 promised |
| 9 went | |

6 To practise the past continuous

- Explain the task and read out the example.
- Have Ss complete the task in closed pairs.
- Monitor the activity around the class and then have some pairs ask and answer in front of the rest of the class.

Suggested Answer Key

- 2 A: What were you doing last Friday morning at 10:30?
B: I was playing football.
- 3 A: What were you doing yesterday afternoon at 2:30?
B: I was watching TV.
- 4 A: What were you doing this time last Monday?
B: I was having an English lesson.
- 5 A: What were you doing at 10 o'clock last Sunday evening?
B: I was sleeping.

1f • Across Cultures

1 To present new vocabulary relating to theme parks

- Ask Ss to look up the meanings of the words/phrases in their dictionaries.
- Then elicit which of them are shown in the pictures.

Answer Key

- | | |
|--------------------|-----------------------|
| A a pirate ship | D a roller coaster |
| B a merry-go-round | E a fairy-tale castle |
| C a parade | |

2 To listen and read for gist

- Play the recording. Ss listen and read and then elicit what you can do at Disneyland from various Ss around the class.

Answer Key

You can watch a parade, meet cartoon characters and go on rides.

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

3 To read for key information (understand reference)

- Give Ss time to read the text again and choose the correct items in the sentences.
- Check Ss' answers.

Answer Key

- | | |
|------------------|------------|
| 1 school | 3 one week |
| 2 roller coaster | |

4 To consolidate comprehension of a text and object pronouns

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

Answer Key

- 1 He went to Disneyland with his class.
- 2 Tony was very scared.
- 3 Mrs Wilde went with them on the merry-go-round.
- 4 Everyone in his class was exhausted.

5 To practise prepositions

Give Ss time to complete the task and then check their answers.

Answer Key

- | | | | |
|------|------|------|------|
| 1 of | 2 in | 3 on | 4 of |
|------|------|------|------|

6 To express an opinion

Ask Ss to discuss the questions in pairs and then ask some pairs to share their opinions with the class.

Suggested Answer Key

I think Disneyland sounds like an interesting place because there are many rides to go on. It is a fun place to go with friends from school in order to have a good time.

7 To listen for key information (multiple match)

- Explain the task and ask Ss to read the lists.
- Play the recording, twice if necessary. Ss listen and complete the task and then check Ss' answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 h | 2 e | 3 a | 4 c | 5 d | 6 f |
|-----|-----|-----|-----|-----|-----|

Module 1

8 To write a comment to post on a blog

- Give Ss time to complete the comment and then ask various Ss to read it out to the class.
- Alternatively, assign this task as HW.

Suggested Answer Key

Hi Mark,

It sounds like you had a great time. I went to a theme park with my school too. We spent the whole day there after my exams last year. It was such an amazing place. There were so many fun things to do. We went on many rides but I was too scared to go into the haunted house. My friends really enjoyed it though, so maybe next time... I went on the roller coaster lots of times. It was really exciting!

Culture Spot

Read out the box and then give Ss time to research online and find an interesting summer camp from their country. Ask Ss to present it to the class.

Suggested Answer Key

There are many summer camps in Poland. I found a really interesting one called Masurian Lakes Polish Language Summer Camp. It's for Polish families living in other countries, really. They send their kids there in the summer to help them with their Polish and give them a taste of life in the country. They also do many outdoor activities and make new friends.

1 • CLIL (Citizenship)

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

- Ask Ss to look at the pictures and read the title of the text and the headings in Ex. 2.
- Elicit Ss' guesses as to what the text will be about.
- Play the recording. Ss listen and read and find out if their guesses were correct.

Suggested Answer Key

I expect to read about how children are all different, and why this is not a problem.

2 To match headings to paragraphs

- Ask Ss to read the headings A-D.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

1 D 2 C 3 A 4 B

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

3 To talk about discrimination; to develop critical thinking skills

- Read out the rubric and ask Ss to discuss the questions in closed pairs.
- Monitor the activity around the class and then ask various Ss to share their ideas with the rest of the class.

Suggested Answer Key

A: *One example of discrimination is when people don't think girls are interested in science at school.*

B: *Yes. Another is when people call someone from another country names.*

A: *I think they make people feel sad or angry.*

B: *For sure. It makes me feel upset too. I think we can talk to our friends if they do this and tell them why it's wrong.*

A: *Yes. There could also be lessons at school about it.*

B: *I agree.*

Flash Time • 1

1 To read for specific information

Give Ss time to read the posts and then elicit the qualities that each person mentions.

Answer Key

Beata mentions that her friends are fun and kind.

Anna says her friend Sam is friendly and honest.

2 To express an opinion

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

Suggested Answer Key

My best friend Pauline always tells jokes and laughs a lot. For me, friendship is about having the same sense of humour and fun. Friends that laugh together stay together!

3 To write a card

- Direct Ss to the model card as an example. Then give them time to write a similar card to their best friends.
- Ask various Ss to share their cards with the class.

(Ss' own answers)

4 To give a presentation on friendship

- Give Ss time to prepare their presentation and then ask various s to give their presentation to the class.
- Tell Ss they can use ideas from the text in Ex. 1 and from the card in Ex.3 to help them.

Suggested Answer Key

There's an old English saying: 'A friend in need is a friend indeed.' That describes how I feel about friendship.

It's easy to be friends when times are good. You play and have fun, laugh and joke. I had many friends like that.

When I got sick last year, there were only a few friends who kept coming to see me. I can understand that, because hospitals aren't nice places. But that's when I discovered who my real friends were.

So, to sum up: for me, a good friend is the one who stays by you when times get hard. The other ones can be fun to spend time with, but they're not real friends.

5 To discuss the value of friendship; to express an opinion

Give Ss time to read the poster and consider their answers. Then elicit answers from Ss around the class.

Suggested Answer Key

A true friend is a lot of fun and always listens when you talk – even when it's not very interesting.

Progress Check 1

- | | | |
|----------|-------------|-------------|
| 1 tall | 6 cheerful | 11 shirt |
| 2 skinny | 7 happy | 12 shorts |
| 3 wavy | 8 angry | 13 T-shirt |
| 4 fair | 9 impatient | 14 trainers |
| 5 full | 10 trousers | |

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

- 3 1 holding 3 had 5 worrying
2 believe 4 complaining

- 4 1 with 2 to 3 of 4 on 5 at

- 5 1 wakes 5 watches
2 gets 6 is not/isn't going
3 has 7 are playing
4 does 8 loves

- 6 1 was visiting, saw
2 got, took, left
3 were you doing
4 was not/wasn't sleeping, arrived
5 didn't come, was

- 7 1 his parents
2 Zakynthos
3 the famous Caretta Caretta turtle
4 in the crystal clear waters
5 Mark's
6 Mark's dad

- 8 1 a 2 d 3 b 4 h 5 g 6 c

- 9 1 e 2 d 3 a 4 c 5 b

- 10 *Hi, everyone. Some memories stay for longer than others. When I was on holiday in the UK last summer, we went to London for the day.*

It was my first time in London. It's a beautiful city, full of history and culture. My visit to the British Museum was amazing. There were pieces of art and statues from all over the world, and every point in history. It was like travelling through time.

When we got on the train to go back to Brighton, where we were staying, I was exhausted. I had such a wonderful day!

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.

Module 2 Sports & Food

Topic

In this module, Ss will explore the topics of sports/activities & equipment, food, and food partitives and containers.

Module page

20-21

Lesson Objectives: To get an overview of the module, to make suggestions relating to sports/activities

Vocabulary: Sports/Activities (*snowboarding, kickboxing, snorkelling, yoga, ice hockey, tennis*); Equipment (*mat goggles, flippers, gloves, racquet, wetsuit, snowboard, ball, puck, stick, helmet, punching bag, trainers, skates, snorkel*)

2a Reading

22-23

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about sports likes/dislikes, to write a blog entry about your holiday

Vocabulary: Sports/Activities (*rock climbing hang-gliding, bungee jumping, dancing, kayaking, windsurfing*); Verb (*explore*); Nouns (*escape, lifetime, valley, desert, snap*); Adjective (*convenient*), Adverb (*beneath*)

2b Grammar

24-25

Lesson Objectives: To learn the present perfect and *for, since, just, already, never, ever, yet*

2c Vocabulary

26

Lesson Objectives: To learn about food, to learn food partitives & containers, to talk about food & prices

Vocabulary: Food (*cheese, chocolate, rice, broccoli, beef, milk, bread, cucumber, fish, chicken, lemon, cake, sweets, egg, yoghurt, crisps, watermelon, cream, grapes, pasta, potato*); Categories (*fruit & vegetables, dairy products, sugary foods & snacks, proteins, starchy foods*); Partitives & containers (*piece, bowl, jar, cup, slice, loaf, glass, carton, bottle*)

2d Everyday English

27

Lesson Objectives: To act out a dialogue ordering at a restaurant, to learn the pronunciation of /s/, /ʃ/

2e Grammar

28-29

Lesson Objectives: To compare the present perfect and the past simple, to learn indefinite/definite articles

2f Across Cultures

30-31

Lesson Objectives: To listen and read for key information, to read for specific information, to learn prepositional phrases, to listen for key information, to write an article about an event you attended

Vocabulary: Phrasal Verb (*sell out*); Nouns (*strength, speed, competitor, rope, line, tree trunk*)

2 CLIL (Biology)

32

Lesson Objectives: To read for coherence and cohesion, to present the digestive system

Vocabulary: Verb (*absorb*); Nouns (*muscle, acid, germ, vitamin, mineral, protein, carbohydrate, fat, bone, blood*)

Flash Time 2

33

Lesson Objectives: To create a poster about popular sports events, to invent a sport, to present a sport, to give a presentation on how sports help us be fit and healthy, to talk/learn about the value/benefits of playing sports

Progress Check 2

34-35

Lesson Objectives: To test/consolidate vocabulary and grammar learnt throughout the module; to listen for key information, to read for key information, to write an article

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 To present vocabulary for sports/activities & equipment

- Ask Ss to look at the pictures and read the list of items.
- Give Ss time to match the words to the pictures and then check their answers.
- Play the recording. Ss listen and check their answers.

Answer Key

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

2 To match the sports/activities to the correct verbs

- Ask Ss to copy the verb headings into their notebook and then give them time to write the sports/activities under the correct ones.
- Check Ss' answers.

Answer Key

do: kick-boxing, yoga

play: ice hockey, tennis

go: snowboarding, snorkelling

3 To make suggestions

- Read out the **Note** box.
- Explain the task and ask two Ss to model the example dialogue.
- Then ask Ss to act out similar dialogues in pairs using the useful language in the box and following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

A: Let's go snorkelling.

B: That's a good idea.

A: Get your snorkel, wetsuit and flippers, and I'll meet you in 10 minutes.

2a • Reading

1 To introduce the topic through visuals and music

Ask Ss to look at the pictures and then play the recording. Elicit Ss' answers to the questions.

(Ss' own answers)

2 To predict the content of a text; to listen and read for gist

- Ask Ss to read the introduction and look at the subheadings.
- Elicit various guesses from Ss as to what the texts are about.
- Play the recording. Ss listen and read and find out.

Suggested Answer Key

I expect the texts to be about people having adventures in Russia, Morocco, Malta and the Arctic.

3 To read for specific information (R/W statements)

- Ask Ss to read the statements and then give Ss time to read the text again and mark them according to what they read.
- Check Ss' answers.

Answer Key

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

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

4 To express an opinion

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

Suggested Answer Key

Malta is more appealing to me. It sounds like a beautiful place where I can swim and relax in the sun. Plus, I love rock climbing, so it would be perfect for me.

5 To present sports/activities

- Ask Ss to look at the pictures and then give them time to make sentences about each one and what type of sport/activity it is.
- Elicit answers from Ss around the class.

Module 2

Answer Key

outdoor activities: rock climbing, hang-gliding, bungee jumping, kayaking, windsurfing

indoor activities: dancing

extreme sports: rock climbing, hang-gliding, bungee jumping, kayaking

6 Think To talk about sports likes/dislikes

- Ask Ss to read out the language boxes and explain/ elicit the meanings of the adjectives.
- Draw Ss' attention to which of the adjectives have positive and negative meaning.
- Give Ss time to formulate sentences following the example and using the adjectives.
- Elicit Ss' answers around the class.

Answer Key

I like dancing because it's fun and exciting.

I don't like rock climbing because it's boring and dangerous.

Pavel likes dancing, too. He thinks it's relaxing.

Mary also doesn't like rock climbing. She thinks it's dull.

7 To write a blog entry

- Explain the task and give Ss time to complete it using the texts in Ex. 1 as a model.
- Check Ss' answers.

Suggested Answer Key

Hi everyone! I'm having a great time here in the Lake District in England. I'm with my cousin, Brian, and we're both having a great time. We're staying in a beautiful cottage in a small village, and every morning we go on a mountain hike. The views here are amazing! I've taken lots of snaps which I plan to post on the blog soon. The highlight, though, was when we went hang-gliding yesterday. It was absolutely amazing! More to come soon!

2b • Grammar

1 To present the present perfect; to practise past participles

- Ss' books closed. Say then write on the board: *I have worked hard today. Tom hasn't worked hard today.* Underline: *have worked* and *hasn't worked*.
- Explain that this verb is the present perfect and elicit the form (affirmative: *have/has + past participle*, negative: *haven't/hasn't + past participle*).

- Explain that the past participles of regular verbs are formed by adding *-ed* to the end of the verb and that irregular verbs have their own forms.
- Explain that we use the present perfect to talk about actions that started in the past and continue up to now, life experiences and completed past actions with results we can see now.
- Ss open their books. Ask Ss to read the table and the cartoon.
- Elicit examples of the present perfect from the cartoon and then refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task. Refer Ss to the list of the irregular verbs at the back of their books.
- Check Ss' answers.

Answer Key

2	gone	6	won	10	seen
3	travelled	7	flown	11	eaten
4	run	8	met	12	finished
5	swum	9	been		

2 To practise the present perfect affirmative

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

Answer Key

2	has been	6	have eaten
3	has flown	7	has won
4	have played	8	have swum
5	has met		

3 To distinguish between *has/have been* and *has/have gone*

- Explain that with the *present perfect* we can use both *been* and *gone*. Explain that *been* is the past participle of *be* and *gone* is the past participle of *go*.
- Explain that we use *been* to describe completed visits. When we have visited a place on holiday and then returned we have *been* there. When we visit a place, but have not come home we have *gone* there. Provide examples (*She's **been** to Spain on holiday twice. She's **gone** to Warsaw, she will be back next week.*) Also, explain that when we ask someone about their past experiences we use *been*. (*Have you ever **been** to Paris?*)

- Give Ss time to complete the sentences and then check their answers.

Answer Key

- 1 have gone 3 has been 5 has gone
2 have been 4 has gone

4 **Aim** To practise the present perfect negative

- Give Ss time to complete the sentences with the correct form of the verbs in the list.
- Check Ss' answers.

Answer Key

- 2 hasn't decided 5 hasn't made
3 hasn't booked 6 haven't been
4 hasn't asked

5 **Aim** To practise the present perfect interrogative/short answers

- Explain the task and read out the example.
- Ask Ss to use the table to complete the task.
- Check Ss' answers.

Answer Key

- 2 A: Have Lucy and Mary done archery?
B: No, they haven't.
3 A: Have James and Lucy flown in a helicopter?
B: Yes, they have.
4 A: Has Mary flown in a helicopter?
B: No, she hasn't.
5 A: Has Lucy tried scuba diving?
B: Yes, she has.
6 A: Has James tried scuba diving?
B: No, he hasn't.

6 **Aim** To practise the present perfect

- Give Ss time to complete the sentences with the correct form of the present perfect.
- Check Ss' answers.

Answer Key

- 1 has visited 5 have won
2 haven't seen 6 Has she failed
3 have walked 7 haven't played
4 Have you tried 8 has put on

7 **Aim** To present and practise time adverbs used with the present perfect

- Read out the **Grammar** box and the examples. Refer Ss to the **Grammar Reference** section for more details.
- Give Ss time to complete the task and then check their answers.

Answer Key

- 1 ever 4 for 7 never
2 just 5 since
3 already 6 yet

8 **Aim** To practise time adverbs used with the present perfect using personal examples

Give Ss time to complete the task in pairs and then check their answers around the class.

Suggested Answer Key

I've already had a French lesson today. I haven't played football yet today. I've just eaten my lunch. My friend Anna has already done her homework today. She hasn't had dinner yet but she has just had a shower.

2c • Vocabulary

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

- Ask Ss to look up the words in their dictionaries.
- Then ask them to copy the headings into their notebooks and then write the words under the correct headings.

Answer Key

Fruit & Vegetables	Dairy products
broccoli cucumber lemon watermelon grapes potato	cheese milk yoghurt cream
Sugary foods & Snacks	Proteins
chocolate cake sweets crisps	beef fish chicken egg
Starchy foods	
rice bread pasta	

b) **Aim** To match foods to pictures

- Give Ss time to match the foods to the pictures.
- Check Ss' answers.

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Answer Key

- | | | |
|----------|------------|--------|
| 1 bread | 4 grapes | 7 fish |
| 2 potato | 5 beef | 8 eggs |
| 3 cheese | 6 broccoli | |

2 a) To present and practise food partitives and containers

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

Answer Key

- | | | |
|----------|----------|---------|
| 1 slice | 4 glass | 7 piece |
| 2 jar | 5 bottle | 8 loaf |
| 3 carton | 6 cup | 9 bowl |

b) To practise new vocabulary

- Explain the task and read out the example.
- Then Ss ask and answer in pairs 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: How much are the pickles?

B: They're £4 a/per jar.

A: How much is the milk?

B: It's £2 a/per carton.

A: How much is the orange juice?

B: It's 90p a/per glass.

A: How much is the oil?

B: It's £6 a/per bottle.

A: How much is the tea?

B: It's £1.50 a/per cup.

A: How much is the cheese?

B: It's £2 per 100g.

A: How much is the bread?

B: They're £2.25 a/per loaf.

A: How much is the cereal?

B: It's £1.75 a/per bowl.

2d • Everyday English

1 To identify the register of sentences

Play the recording. Ss listen and say whether the sentences are formal or informal.

Answer Key

formal

2 To identify the specific register for identified speakers and listen and read for gist

- Elicit which sentences can be said by which speakers from Ss around the class.
- Play the recording. Ss listen and check their answers.

Answer Key

a waiter	a customer
<ul style="list-style-type: none"> • Are you ready to order? • What would you like for your main course? • I'll be back with your order shortly. • Did you enjoy your meal? • Would you like some dessert? 	<ul style="list-style-type: none"> • Just water for me, please. • Could you bring us the bill, please?

3 To identify synonymous phrases in a situational dialogue

- Read out the **Note** box and refer Ss to the **Grammar Reference** section for more details.
- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

What do you want to eat? = Are you ready to order?

What do you want to drink? = And what would you like to drink?

Thanks. = Thank you.

Be back with your things soon. = I'll be back with your order shortly.

Did you like the food? = Did you enjoy your meal?

No problem. = Certainly.

4 To practise role playing

- Explain the situation and ask Ss to take roles in groups of three and act out a similar dialogue to the one in Ex. 2.
- Tell Ss that they can use the menu to help them complete the task.
- Monitor the activity around the class and then ask various Ss to act out their dialogues in front of the class.

Suggested Answer Key

- A: Hello, I'm Ben and I'll be your waiter today. Are you ready to order?
- B: Yes, we are. I'll have the vegetable soup and a Caesar salad.
- C: I'll just have a green salad.
- A: That's one vegetable soup, one Caesar salad and one green salad. What would you like for your main course?
- B: I'd like the roast chicken and potatoes.
- C: And I'll have the spaghetti with meat sauce.
- A: And what would you like to drink?
- B: I'll have an iced tea.
- C: I'll have a lemonade, please.
- A: Thank you. I'll be back with your order shortly.
(After their meal)
- A: Did you enjoy your meal?
- B&C: Yes, it was delicious. Thanks.
- A: Would you like some dessert?
- B: Yes, please. I'll have the chocolate cake.
- C: Please, bring two spoons!
- A: Certainly.

Pronunciation



To practise pronouncing /s/, /ʃ/

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Check Ss' pronunciation and elicit more words with the same sounds.

Suggested Answer Key

- /s/ super, sink, seven
/ʃ/ ship, sheep, shallow

2e • Grammar



1 To compare the present perfect and the past simple

- Remind Ss when we use the present perfect (for unfinished past actions which started in the past and continue up to the present and finished actions with a present result). Elicit any time expressions Ss know for the present perfect (e.g. since, for, yet, just, already, ever, never).
- Remind Ss when we use the past simple (for finished past actions that happened at a definite time in the past). Elicit any time expressions Ss know for the past simple (e.g. yesterday, last week/month/year, a week/month ago, etc).

- Ask Ss to read the table and the cartoon and then refer Ss to the **Grammar Reference** section for more information.
- Then give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|---------------|
| 1 talked | 3 visited |
| 2 haven't eaten | 4 hasn't seen |



2 To practise the present perfect and the past simple

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

Answer Key

- | | |
|------------------|----------------|
| 1 haven't seen | 5 Did you have |
| 2 have just come | 6 was |
| 3 did you go | 7 tried |
| 4 went | |



3 To practise the present perfect and the past simple

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

Answer Key

- | | |
|---------------------|---------------------|
| 2 arrived | 7 haven't seen |
| 3 have been | 8 hasn't rained |
| 4 have ever visited | 9 have never come |
| 5 took | 10 Have you decided |
| 6 didn't go | |



4 To practise the present perfect and the past simple using personal examples

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

Answer Key

- A: Have you ever travelled to the USA?
- B: No, I haven't. Have you ever taken part in a sports competition?
- A: Yes, I have.
- B: When was that?
- A: Last week. I won a table tennis competition! etc.



5 To present and practise indefinite/ definite articles

- Read out the table and the cartoon and explain when we use/don't use indefinite/ definite articles.

Module 2

- Refer Ss to the **Grammar Reference** section for more detail.
- Then explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | |
|------------------|-------------------------|
| 1 a, -, the, the | 4 an, -, the, -, the, - |
| 2 -, -, the | 5 the, the, - |
| 3 -, -, the | |

Game

Aim To consolidate understanding of the usage of indefinite/definite articles

- Explain the game and have Ss play in pairs.
- Monitor the activity around the class.

Suggested Answer Key

*Corsica is an island in the Mediterranean Sea.
Easter Island is in the middle of the Pacific Ocean.
Malta is an island in the Mediterranean Sea.
Rome is the capital city of Italy.
Poland is a large country in Europe.
Baseball is a popular game in the USA.
Mount Everest is the highest mountain in the world.
The National Museum in Dublin is popular with tourists.
Oxford Street is a busy street in London.
The River Thames flows through London.
Lake Victoria is a large lake in Africa.
The Sahara Desert is the largest desert in the world.*

2f • Across Cultures

1 **Aim** To introduce the topic through pictures and music

- Ask Ss to look at the pictures.
- Play the recording and elicit which country it relates to.

Answer Key

Scotland

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

- Elicit what, if anything, Ss know about the Highland Games.
- Then elicit a variety of questions from Ss around the class and write two of them on the board.
- Play the recording. Ss listen and read and then elicit if the questions were answered.

Suggested Answer Key

I know that the Highland Games are a special event in Scotland. I think people who compete in these games wear kilts.

At what time of the year do the Highland Games take place?

According to the text, the games take place in September.

Is it easy to find tickets to attend the Highland Games?

According to the text, tickets sell out months before the games.

- Give Ss time to look up the meanings of the words in the **Check these words** box in their dictionaries or in the Word List.

3 **Aim** To read for key information (R/W/DS statements)

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

Answer Key

1 R 2 DS 3 DS 4 W 5 W

4 **Aim** To describe pictures using sentences from a text

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

Answer Key

- A - *In the morning, marching bands performed for the crowds. They wore traditional clothing and played the bagpipes.*
- B - *I also watched the caber toss competition. Athletes run holding a heavy tree trunk, the caber, upright.*
- C - *The most popular event of the day was the tug of war. Two teams held onto a rope and tried to pull the other team over a line.*

5 **Think Aim** To consolidate information in a text; to express a desire

Ask Ss to consider the question and then ask some Ss to share their reasons with the class.

Suggested Answer Key

I would like to visit Scotland. I would also like to see the caber toss and the Scottish marching bands.

6 **Aim** To practise prepositional phrases

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

Answer Key

1 in 2 to 3 with 4 in

7 **Aim** To listen for key information (gap filling)

- Explain the task and ask Ss to read the lists.
- Play the recording, twice if necessary. Ss listen and complete the task and then check Ss' answers.

Answer Key

1 snowboard 5 snorkel 8 skates
3 gloves 6 flippers 10 puck

John is talking about snowboarding.

Sally is talking about snorkelling.

Peter is talking about ice hockey.

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

- Give Ss time to make notes about the Highland Games and then use their notes to prepare a one-minute radio advertisement.
- Then ask various Ss to present it to the class.

Suggested Answer Key

This year, why don't you take the chance to visit the Highland Games in Braemar on the first Saturday in September? You can see a variety of events such as the hammer throw, the shot put, the hill run, and of course, the tug of war. Athletes also compete in the caber toss competition and throw a tree trunk towards the sky! Don't miss the marching bands performing traditional music with bagpipes and the music and dancing competitions during the day. The Highland Games is a fun event for all the family! Book your tickets today!

9 **Aim** To prepare a poster

- Give Ss time to research online about an annual event in their country and collect information.
- Ask Ss to add pictures and prepare a poster and then present it to the class.
- Alternatively, assign this task as HW.

Suggested Answer Key

Name: Wianki Festival

Place: Krakow, Poland

Date: the middle of summer

Activities: people make wreaths - release them on a river, live music, firework display



10 **Aim** To write an article about an event you attended

- Ask Ss to use their answers from Ex. 9 and the plan to help them complete the task.
- Then check Ss' answers.

Suggested Answer Key

Last weekend, I attended the Wianki Festival. This is a special annual event in Poland. It takes place in Krakow in the middle of summer.

Before the festival, a lot of people made beautiful wreaths from flowers. During the festival, people released them on a river. There was live music during the festival too. In the evening, there was a spectacular firework display.

I had a great time at the Wianki Festival. I recommend it to people who want to learn more about Poland's rich culture!

Culture Spot

Read out the box and then give Ss time to research online and collect information about a stadium in their country. Ask Ss to write five facts about it and then prepare a quiz about it.

Suggested Answer Key

Facts about the PGE Narodowy


- The PGE Narodowy is a large stadium in Warsaw, Poland.
- It has a retractable roof.
- It is the home stadium of the Poland national football team.
- It can fit over 58,000 people.
- The first match there was in February 2012 between Poland and Portugal.

Module 2

Quiz about the PGE Narodowy

- 1 Where is the PGE Narodowy? (in Warsaw, Poland)
- 2 What is strange about the stadium's roof? (It is retractable.)
- 3 How much did it cost to build it? (€0.43 billion)
- 4 How many people can fit inside the stadium? (around 58,000)
- 5 Which teams competed in the first football game there in February 2012? (Poland and Portugal)

2 • CLIL (Biology)


- 1  **To introduce the topic and present new vocabulary through translation**

- Ask Ss to look at the picture and then elicit the L1 equivalents for the words.
- Then elicit how the picture is related to the text.

(Ss' own answers)

Answer Key

The picture is related to the text because it shows the different parts of the body involved in the digestive system.

- 2 a)  **To read for coherence and cohesion; to listen and read for confirmation (gap filling)**

- Ask Ss to read the text and complete the gaps with the words in the list.
- Give Ss time to complete the task.
- Play the recording for Ss to listen and check their answers.

Answer Key

- | | | |
|--------|------------|-----------|
| 1 eat | 4 grind | 7 break |
| 2 bite | 5 swallow | 8 digests |
| 3 chew | 6 contract | |


- b)  **To answer comprehension questions based on a text**

- Read out the questions and elicit answers from Ss around the class.

Suggested Answer Key

- 1 The digestive system begins in your mouth.
- 2 You digest your food in your stomach.
- 3 It takes four to five hours to digest food.
- 4 Your body breaks down food into vitamins, minerals, proteins, carbohydrates and fats. The body absorbs these elements and uses them for energy and to build bone, blood and muscle.

- Give Ss time to look up the meanings of the **Check these words** box in their dictionaries or in the Word List.

- 3  **To present the digestive system**

- Give Ss time to research online and look up more information about the digestive system.
- Then ask various Ss to present the digestive system to the class using the information in the text and from online and the diagram.

Suggested Answer Key

The digestive system begins in your mouth. There, you bite, chew and grind your food so that it is small enough for you to swallow. When you swallow, your food passes down your throat and into a long tube called the oesophagus until it reaches your stomach. Here, stomach chemicals mix with the food and break it down. Now, our food is like a liquid and it passes into the small intestine. Some of our organs produce chemicals which break down food. They release these chemicals into the small intestine. The liver makes bile which helps us to digest fats (it stores this bile in the gall bladder), and the pancreas makes chemicals to digest proteins and carbohydrates. In the small intestine, the body absorbs the nutrients we need to stay healthy and passed them into our blood. The food that the body doesn't absorb passes into the large intestine where the body takes out water. Then, the waste passes out of our body through the rectum.

Flash Time • 2

- 1  **To create a poster or a digital presentation**

- Give Ss time to research online for information about popular sports events in their country and prepare a poster or a digital presentation.
- Tell Ss to write a few words under each picture and then ask various Ss to present it to the class.

Suggested Answer Key



The Tour de Pologne is a road cycling race which takes place in Poland every year in August. The race is in seven or eight stages and it's around 1,200 km long. The race attracts cyclists from around the world and it's an important part of the professional cycling calendar. It's also a fun event for the public to attend!



The Masurian International Balloon Competition is the biggest balloon festival in central-eastern Europe. It takes place in Elk in July and lasts for two days.

2 **Aim** To invent a sport

- Explain the task and ask Ss to make notes under the headings and then present it to the class.
- Have the class vote for the best idea.

Suggested Answer Key

Name: tableball

Type: indoor

Where to play it: in a sports hall or large room

Rules: two players use their legs or upper body to hit a football over a net on a table. If the other player doesn't return the ball, the first player gets a point. The winner is the player with the most points.

Equipment: table, football, net

Tableball is an indoor sport. You can play it in a sports hall or anywhere inside where there's enough room. Two people can play this sport. It's basically table tennis but with a football. You can

score points just like in table tennis, but you don't use a racquet. Instead you use your legs or upper body (but not your hands) to hit the football over the net.

3 **Aim** To give a presentation on how sports help us be fit and healthy

- Give Ss time to research online for information about how sports help us be fit and healthy and prepare a presentation.
- Ask various Ss to give their presentations to the class.

Suggested Answer Key

Playing sports is very good for your health. Most sports force us to move our bodies and exercise - and this is a very important part of a healthy lifestyle.

For one, playing sports helps our physical health. Sports get our heart pumping and help us burn calories. This can help us maintain a healthy weight and avoid obesity. Many experts say we should get at least 150 minutes of exercise each week, and playing a sport is a great way to do this. Playing sports doesn't just help our bodies, though. Scientists have discovered that playing sports helps our mental health, too. When you exercise, your body releases hormones which make you happy - so this means that playing sports can relieve stress.

Playing sports is very important for our health and the best thing about playing sports is that it's more fun than working out in a gym. When you play a sport, you sometimes don't even notice that you're exercising!

4 **Aim** To discuss the benefits of playing sports

Give Ss time to read the list of statements and consider their answers. Then elicit answers from Ss around the class.

Suggested Answer Key

My favourite sport is football. It helps me to work better with people and builds my leadership skills. It also builds up my muscles.

5 **Think Aim** To express an opinion

Elicit opinions from various Ss around the class.

Module 2

Suggested Answer Key

I think that people should play a sport because it keeps you fit. These days, a lot of teenagers watch TV or play video games for hours each day. So, it's important to play a sport to get moving and stay healthy.

Progress Check 2

- 1** 1 go, goggles 4 do, mat
2 play, puck 5 go, wetsuit
3 play, racquet 6 do, gloves
- 2** 1 build 3 store 5 force
2 junk 4 dehydrated
- 3** 1 cup 4 carton 7 jar
2 slices 5 bowl
3 bottle 6 loaf
- 4** 1 egg 5 sugar 9 chicken
2 cheese 6 pasta 10 potatoes
3 yoghurt 7 beef 11 pizza
4 bananas 8 tomatoes 12 apples
- 5** 1 Have you finished 4 haven't washed
2 have read 5 Have you ever
3 has never travelled played

- 6** 1 has gone 3 has lost 5 fell
2 Did he start 4 haven't seen

- 7** 1 never 3 just 5 already
2 since 4 ever

- 8 a)** 1 D 2 C 3 B

- b)** 1 C 2 A

- 9** 1 b 2 d 3 a 4 c 5 e

- 10** *My favourite sport is table tennis. In table tennis, you don't need to have a lot of equipment. You just need a table tennis table, a bat and a ball. I like table tennis because it's a game that anybody can play. It's for people of all ages and, because it's an indoor sport, you can play all year round.*

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.