



Teacher's Book

Klasa 5

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Express Publishing

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom**

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© Jenny Dooley, 2018

Design and Illustration © Express Publishing, 2018

First published 2018

Made in EU

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ISBN 978-1-4715-7359-0

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Introduction to the Teacher

Flash 5 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 5 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 and Reading. 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.

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** thematically 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 statistics, 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. These progress from short sentences to paragraphs and finally to full texts, allowing 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.

Speaking Bank

In this section Ss practise notions and functions used in situational dialogues helping them to practise and improve their everyday English.

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.

Irregular Verbs

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

Word List

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

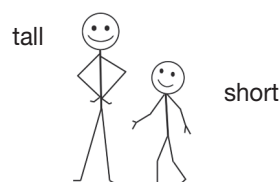
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Flash 5* 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 3, p. 39, Ex. 6*)
- **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. 1. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ask Ss to read for specific information. (*See Student's Book, Module 2, p. 30, 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. 27, Ex. 2 where Ss act out a dialogue.*)
- Ss are led to free speaking activities. (*See Student's Book, Module 2, p. 27, Ex. 3 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 5* 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. 39, Ex. 7. Ss are asked to write a blog comment.*)
- 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. 3 on p. 10 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. 5 on p. 23 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
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



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



grammar explanations



research



sections to develop Ss' critical thinking skills



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 My World

Topic

In this module, Ss will explore the topics of daily routines, free-time activities, school areas and school subjects.

Module page

4-5

Lesson Objectives: To get an overview of the module, to learn daily routines, to talk about daily routines, to revise telling the time

Vocabulary: Daily routines (*get up, get dressed, have breakfast, catch the bus, have lessons, have lunch, hang out with friends, come back home, have a snack, do homework, have swimming practice, have a shower, have dinner, chat with friends, go to sleep*); Times of the day (*in the morning, in the afternoon, in the evening*)

1a Reading

6-7

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to learn free-time activities, to talk and write about free-time activities and preferences

Vocabulary: Free-time activities (*read a book, play sports, watch TV, play online/board games, chat with friends online, go to the cinema, exercise, draw/paint, spend time with family/friends, listen to music, go shopping, play with a pet*); Noun (*friend*); Adjective (*beautiful*); Adverbs (*close to, near*)

1b Grammar

8-9

Lesson Objectives: To learn the present simple; to learn adverbs of frequency

1c Vocabulary

10

Lesson Objectives: To learn school areas, to listen for specific information, to talk about school subjects and express preferences

Vocabulary: School areas (*classroom, playground, field, auditorium, headteacher's office, canteen, nurse's office, staffroom, art room, science lab, computer room, library*)

1d Everyday English

11

Lesson Objectives: To complete a dialogue, to act out a dialogue asking for/giving directions, to learn prepositions of movement, to pronounce /a/, /æ/

1e Grammar

12-13

Lesson Objectives: To learn the present continuous; to compare the present simple and the present continuous

1f Across Cultures

14-15

Lesson Objectives: To listen and read for gist, to read for specific information, to listen for specific information, to practise punctuation, to write an email about your school & classroom

Vocabulary: Nouns (*office building, canteen, gym, flood, library*); Phrase (*pass an exam*)

1 CLIL (Citizenship)

16

Lesson Objectives: To listen and read for gist, to read for key information, to talk about being a good student

Vocabulary: Verbs (*realise, waste, respect, treat*); Adjective (*polite*); Phrases (*pay attention, set a limit, raise your hand*)

Flash Time 1

17

Lesson Objectives: To design a perfect school, to draw a map, to present your perfect school, to learn about the value of self-respect

Progress Check 1

18-19

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module; 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 To present vocabulary for daily routines

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

2 To talk about your daily routine

- Read out the **Note** box and revise telling the time.
- Then ask various Ss around the class to tell the rest of the class about their daily routine following the example and using the phrases from Ex.1.

Suggested Answer Key

I get up at six fifteen in the morning. Then I get dressed and have breakfast. After that I catch the bus at seven thirty and go to school. I have lunch at twelve thirty. After school, I hang out with my friends and at four o'clock in the afternoon I come back home. At five o'clock I do my homework and at seven thirty I have dinner. I go to sleep at nine o'clock in the evening.

3 To compare your daily routine

Ask Ss to work in pairs and compare their daily routines and then ask various Ss to compare their daily routines in front of the class following the example.

Suggested Answer Key

Anna catches the bus at eight fifteen in the morning. I catch the bus at seven thirty in the morning.

Anna comes back home at three forty-five in the afternoon. I come back home at four o'clock in the afternoon.

Anna does her homework at five fifteen in the afternoon. I do my homework at five o'clock in the afternoon.

1a • Reading

1 To listen and read for specific information

- Ask Ss to read the two sets of phrases.
- Play the recording. Ss listen and read the text.
- Ss match the phrases. Check Ss' answers.

Answer Key

1 c 2 a 3 b

2 To read for specific information

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

Answer Key

1 W 2 DS 3 W

- Refer Ss to the  box.
- Play the video and elicit Ss' comments.

3 To consolidate comprehension of a text

- Explain the task and allow Ss time to review the text and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 *The Sami people live in Sweden, Norway and Finland.*
- 2 *They finish school at 3 pm.*
- 3 *In the evenings, he eats a hot meal with his family.*

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 identify free-time activities

Ask Ss to look at the pictures and then elicit which activities they show from Ss around the class.

Answer Key

- | | |
|----------------------------|----------------------|
| 1 <i>play a board game</i> | 5 <i>go shopping</i> |
| 2 <i>play a sport</i> | 6 <i>go to the</i> |
| 3 <i>listen to music</i> | <i>cinema</i> |
| 4 <i>play with a pet</i> | 7 <i>paint</i> |

5 To talk about free-time activities and express preferences

- Explain the task and read out the speech bubbles.
- Ask Ss to talk in pairs expressing their preferences about the free-time activities in Ex.4a and then give them time to write their speech bubbles.
- Ask various Ss around the class to share their answers with the rest of the class.

Module 1

Suggested Answer Key

I dislike playing board games.

I like going shopping.

I don't mind listening to music.

6 **Aim** To summarise a text

Give Ss time to consider their answers, then ask various Ss to say/write and then read their summary of the text on p. 6. Tell Ss this may be in Polish or English.

Suggested Answer Key

Ross wants to learn about daily life in Sweden. Dure is 12. He lives in Sweden. He is Swedish and Sámi. His family has reindeer. He gets up at 7 and walks to school. Lessons start at 8.30 and finish at 3. He plays football after school, then goes home and does his homework. He eats with his family in the evening. Sometimes they play a board game. He usually watches TV or goes online and post comments on social media.

1b • Grammar

1 **Aim** To present the present simple (affirmative)

- Read out the grammar table and the cartoon.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and go through the sentences. Then give Ss some time to complete the gaps in the sentences.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|------------|
| 1 do | 3 finishes |
| 2 watches, goes | 4 studies |

2 **Aim** To present adverbs of frequency

- Read out the grammar table and the **Language Awareness** box.
- Explain the task and read out the example.
- Ask Ss to work in pairs and ask and answer questions using the prompts and following the example.
- Check Ss' answers.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- A: How often does your mum chat online?
B: She hardly ever chats online.
- A: How often do you go to bed late?
B: I often go to bed late.

- A: How often do you play football?
B: I never play football.
- A: How often does your dad go shopping?
B: My dad sometimes goes shopping.

3 **Aim** To present the present simple (negative)

- Read out the grammar table, the **Grammar** box and the cartoon.
- Explain the task and give Ss some time to rewrite the sentences.
- Check Ss' answers.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- She doesn't get up at 7:00 am every morning.
- I don't do my homework after dinner.
- Martin doesn't watch TV at 8:30 pm.
- Jack and Paul don't catch the bus to school.

4 **Aim** To present the present simple (interrogative & short answers)

- Read out the grammar table, the **Grammar** box and the cartoon.
- Explain the task and give Ss some time to complete it.
- Elicit answers from Ss around the class.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key/Suggested Answer Key

- Do you get up at 7:00? Yes, I do (get up at 7:00).
- Do your parents catch the bus to work? No, they don't (catch the bus to work).
- Do you do your homework after school? Yes, I do (do my homework after school).
- Do you have dinner at 5:30? No, I don't (have my dinner at 5:30).
- Do you go to bed at 11:00? Yes, I do (go to bed at 11:00).

1c • Vocabulary

1 **Aim** To present school areas

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

2 **Aim** To listen for specific information

- Ask Ss to read the statements 1-5.
- Play the recording and give Ss time to mark the statements.
- Then check Ss' answers.

Answer Key

1 R 2 DS 3 W 4 R 5 W

3 **Aim** To talk about school subjects and express preferences

- Go through the school subjects with Ss and revise any that they are unsure of.
- Explain the task and ask two Ss to model the example.
- Ask Ss to talk in pairs and ask and answer questions about school subjects and express preferences following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: Which school subject do you like?

B: I like Art because I like drawing and painting.

A: Which school subject do you dislike?

B: I dislike Geography because it's boring.

1d • Everyday English

1 **Aim** To read for cohesion and coherence

- Revise prepositions of movement using the pictures in the box.
- Then ask Ss to read the sentences A-E and then give them time to read the dialogue again and complete the gaps.
- Check Ss' answers.

Answer Key

1 E 2 B 3 A 4 D 5 C

2 **Aim** To listen for confirmation and act out a dialogue

- Play the recording for Ss to listen and check their answers and then ask Ss to take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

3 **Aim** To distinguish between words often confused

- Read out the **Language Awareness** box and explain the task.
- Give Ss time to complete it and then check Ss' answers.

Answer Key

1 watch 2 look 3 see

4 **Aim** To role play a dialogue asking for/giving directions

- Explain the task and ask Ss to work in pairs

and role play a dialogue using phrases from the dialogue in Ex. 1 and following the plan.

- Then give Ss time to complete the task.
- Monitor the activity around the class and then ask some pairs to role play their dialogue in front of the class.

Suggested Answer Key

A: Excuse me where is classroom 3A?

B: Go past the headteacher's office. Turn right after the nurse's office and go up the stairs. Classroom 3A is on your right.

A: I'm sorry. Can you repeat the last bit please?

B: Of course. Go up the stairs and classroom 3A is on your left.

A: Thank you.

B: You're welcome.

A: Excuse me. Where is the auditorium?

B: Go down the corridor and turn right after the staffroom. Go past the nurse's office and turn left. Go down the corridor.

A: I'm sorry. Can you repeat the last bit, please?

B: Of course. Go down the corridor. The auditorium is on your left.

A: Thank you.

B: You're welcome.

Pronunciation

Aim To pronounce /a/, /æ/

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

Answer Key

/a/ start, large

/æ/ bat, cat, Maths

1e • Grammar

1 **Aim** To present and practise the present continuous (affirmative)

- Read out the grammar theory and the cartoon.
- Ask Ss to read the sentences and then give them time to complete them.
- Check Ss' answers around the class.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

1 is playing

3 is studying

2 are watching

4 am doing

2 **Aim** To present and practise the present continuous (negative)

- Read out the grammar theory and the cartoon.

Module 1

- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers around the class.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- No, she isn't sleeping. She's reading a book.*
- No, they aren't listening to music. They're playing a board game.*
- No, he isn't eating a sandwich. He's drinking milk.*

3 a) **Aim** To present and practise the present continuous (interrogative & short answers)

- Read out the grammar theory and ask Ss to look at the picture.
- Explain the task and read out the example.
- Give Ss time to complete the task.
- Check Ss' answers.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- Are Lisa and Vicky eating? No, they aren't.*
- Is Carl reading a book? Yes, he is.*
- Is Carl sitting on the floor? No, he isn't.*
- Is Dad working on the laptop? Yes, he is.*
- Is Mum watching TV? No, she isn't.*

b) **Aim** To describe a picture using the present continuous

- Explain the task and ask Ss to work in pairs and take turns describing the picture to their partner using the present continuous. Remind Ss to use the names from Ex.3a.
- Monitor the activity around the class.

Suggested Answer Key

In the picture, the sun is shining. Lisa and Vicky are sitting on the floor. They are playing video games. Carl is sitting on the sofa. He is reading a book. Mum is talking on the phone. Dad is working on his laptop.

4 **Aim** To compare the present simple and the present continuous

- Read out the **Grammar** box and ask Ss to read the gapped text and fill the gaps with the correct form of the present simple and the present continuous using the verbs in brackets.
- Give Ss time to complete the task and then check their answers.

Answer Key

- Are you doing*
- am doing*
- need*
- know*
- Do you think*

1f • Across Cultures

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

- Play the recording. Ss listen and read and then match the phrases to make sentences.
- Check Ss' answers.

Answer Key

- c*
- b*
- a*

2 **Aim** To read for specific information

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

Answer Key

- DS*
- R*
- W*

- Refer Ss to the box.
- Play the video for Ss and elicit their comments.

3 **Aim** To consolidate/categorise new vocabulary

- Ask Ss to read the text again and find all the underlined words and then write the headings into their notebooks and write the underlined words under the correct headings.
- Check Ss' answers on the board and then elicit how the texts are related.

Answer Key

<i>school areas</i>	<i>school equipment</i>
<i>classroom</i>	<i>whiteboards</i>
<i>canteen</i>	<i>desks</i>
<i>gym</i>	<i>chairs</i>
<i>library</i>	<i>blackboard</i>
	<i>computer</i>

The texts are both about unusual schools.

4 a) **Aim** To listen for key information

- Ask Ss to look at the two pictures.
- Then play the recording and elicit which classroom in the pictures is Tom's.

Answer Key

A

b) **Aim** To compare classrooms

Give Ss time to consider their answers and then ask various Ss around the class to compare their classroom to Tom's.

Suggested Answer Key

There isn't a television in Tom's classroom. There is a television in our classroom. There aren't posters on the wall in Tom's classroom. There are posters on the wall in our classroom. etc

5 To complete an email

- Ask Ss to read through the gapped email and give them time to complete the gaps with the words in the list.
- Check Ss' answers.

Answer Key

1 class 3 blackboard 5 windows
2 classroom 4 desks

6 To practise punctuation

- Read out the **Note** box and revise when we use full stops, question marks, commas and exclamation marks.
- Then give Ss time to punctuate the sentences 1-4.
- Check Ss' answers by asking various Ss to write their answers on the board.

Answer Key

1 Where is John from?
2 She's Polish.
3 He likes Science a lot.
4 His classroom has got a bookcase, a bin and a blackboard.

7 To write an email about your school & classroom

- Explain the task and ask Ss to write an email about their school and classroom using the plan and the email in Ex. 5 to help them.
- Give Ss time to complete the task and check their answers.
- Alternatively, assign the task as HW and then check Ss' answers in the next lesson.

Suggested Answer Key

Hi, Sam,
I hope you are well. My school is 20 minutes on the bus from my house. I'm in classroom 3B on the second floor. There are 24 students in my class. There is a blackboard at the front of the class and three rows of desks and chairs. There are two windows and one door. The walls are green and have posters on them. There is a bookshelf next to the blackboard.

What about you? What is your class like?

Write back,
Natan

1 • CLIL (Citizenship)

1 To listen and read for specific information

- Ask Ss to look at the pictures and read the title of the text and the headings.
- Ask Ss to guess what they will read about.
- Play the recording. Ss listen and read and find out.

Suggested Answer Key


I expect to read about how to be a good student.

2 To read for key information

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

Answer Key

1 C 2 A 3 B

- Refer Ss to the  box.
- Play the video for Ss and elicit their comments.

3 To consolidate information in a text

- Ask Ss to discuss in pairs how they think they are a good student and what things from the text they feel they have to work on.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

I think I am a good student because I pay attention and listen to the teacher and raise my hand in class. I also listen to what other students have to say. I need to work on eating healthy food and getting more sleep and wasting less time on social media.

Flash Time • 1

1 To introduce the topic and categorise ideas under headings

- Ask Ss to copy the headings into their notebooks and then write the ideas under the correct headings.
- Explain/Elicit the meanings of any unknown words/phrases and then check Ss' answers on the board.

Module 1

Suggested Answer Key

Where	What it looks like	Subjects
in the mountains in the city in the forest	lots of computer rooms tall building	sport languages art & crafts
Time lessons start/finish	Breaks	Why it is special
10 am – 4 pm	two short breaks and a lunch hour	lessons outside all students have got a tablet students only study their five favourite subjects

2 To design your perfect school

- Explain the task and give Ss time to design their perfect school using the ideas in Ex. 1 and ask them to draw a map like the one on p. 10.
- Give Ss time to complete the task or assign the task as HW.

(Ss' own answers)

3 To present your perfect school

- Give Ss time to use their answers from Ex. 2 to write about their perfect school.
- Then ask various Ss to present their school to the class.

Suggested Answer Key

My perfect school is in the forest. It has got lots of computer rooms. We study sport and art and crafts. Lessons are from 10 am – 4 pm. We get two short breaks and a lunch hour. We have lessons outside. All students have got tablets and we only study our five favourite subjects.

4 To learn about the value of self-respect

Read the quotation aloud and give Ss time to consider what it means and discuss in pairs. Then elicit explanations from various Ss.

Suggested Answer Key

A: I think the quotation means that if you act in a way that shows how you would like to be treated then people will treat you in that way.

B: I think you're right. In other words, I think that if

you respect yourself by behaving responsibly and showing that you care about how other people see you, then they will understand that you are a respectable person and treat you with respect.

A: I agree.

Progress Check 1

- 1 W 2 R 3 DS
- 1 hang 2 get 3 have 4 catch
- 1 posting 3 exercising
2 playing 4 spending
- 1 field 3 science lab
2 art room 4 canteen
- 1 don't have 3 doesn't go 5 spend
2 listens 4 Do you do
- 1 Selma always gets up at 7 am.
2 We sometimes watch a film on TV.
3 William is never late for work.
4 Trudy often chats with her friends online after dinner.
5 Louis and Dave hardly ever go to amusement parks.
- 1 Is Julia watching 4 Is Erin having
2 is sleeping 5 isn't studying
3 aren't walking
- 1 a 2 b 3 a 4 a
- 1 8:00 am 3 12:30 pm
2 10:15 am 4 2:15 pm
- Hi, Billy,
On Mondays, I usually get up at 7:30 am. Then, I get dressed and have breakfast. I catch the bus at 8:30 am and have lessons. Then I have lunch at 12:30 pm. I come back home at 4:00 pm. In the afternoon, I hang out with my friends. Then I do my homework at 6:30 pm. After that, I have dinner at 7:30 pm. I usually go to bed at 10:00 pm.
How about you?
Write back soon!
Patek

Competences

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

Round we go! Module 2

Topic

In this module, Ss will explore the topics of means of transport, signs in a city, shops & services and materials.

Module page

20-21

Lesson Objectives: To get an overview of the module, to learn means of transport, to talk and write about means of transport

Vocabulary: Means of transport (*train, taxi, bike/bicycle, tram, motorbike, cable car, plane, bus, helicopter, car, ship, boat*)

2a Reading

22-23

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to read for context, to compare means of transport in two places, to write tweets

Vocabulary: Nouns (*sights, cruise*); Adjective (*environmentally friendly*); Phrasal verbs (*get around, check out*)

2b Grammar

24-25

Lesson Objectives: To learn the comparative

2c Vocabulary

26

Lesson Objectives: To learn shops & services, to read a map, to give directions

Vocabulary: Shops & services (*hospital, cinema, police station, school, park, department store, supermarket, restaurant, gym, post office, clothes shop, fast food restaurant, car park, sports shop, music shop, bookshop, toy shop, theatre, museum, fishmonger's, library*)

2d Everyday English

27

Lesson Objectives: To complete a dialogue, to act out a dialogue buying a train ticket, to pronounce /ɪ/, /aɪ/

2e Grammar

28-29

Lesson Objectives: To learn the superlative

2f Across Cultures

30-31

Lesson Objectives: To listen and read for specific information, to read for specific information, to answer comprehension questions, to compare houses, to listen and read for specific information, to present Appledore, to compare two villages, to write an article

Vocabulary: Nouns (*view, cottage, country, canal*); Verbs (*let (sth), book, connect*); Adjectives (*quiet, unique, medieval, antique*)

2 CLIL (Art & Design)

32

Lesson Objectives: To learn materials, to read for specific information, to talk about a landmark

Vocabulary: Materials (*glass, brick, wood, steel, stone, plastic, bronze*); Nouns (*tomb, house, fog*); Adjective (*surrounding*)

Flash Time 2

33

Lesson Objectives: To create a poster about famous landmarks, to present famous landmarks, to learn about the value of responsibility

Progress Check 2

34-35

Lesson Objectives: To read for specific information, to test/consolidate vocabulary and grammar learnt throughout the module; to listen for key information, to write a short text

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 To present vocabulary for means of transport

- Ask Ss to look at the pictures and then play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Play the video and elicit Ss' comments.

2 To identify means of transport

- Play the recording and ask Ss to identify the means of transport from the sounds they hear.
- Elicit answers from Ss around the class.

Answer Key

- | | |
|--------------|---------|
| 1 helicopter | 4 bike |
| 2 motorbike | 5 plane |
| 3 train | 6 car |

3 a) To complete a table

- Give Ss time to copy and complete the table in their notebooks.
- Check Ss' answers on the board.

Answer Key

land	air	water
bus	plane	boat
train	helicopter	ship
taxi	cable car	
bike/bicycle		
tram		
motorbike		
car		

b) To write about means of transport

- Read out the **Note** box and revise prepositions relating to means of transport.
- Then ask Ss to read out the example and give them time to write similar sentences about the means of transport using the prepositions in the **Note** box.
- Check Ss' answers around the class.

Suggested Answer Key

You can travel on land by car/in a car.
You can travel on land by train/on a train.

You can travel on land by bike/on a bike.

You can travel on land by tram/on a tram.

You can travel on land by motorbike/on a motorbike.

You can travel in the air by helicopter/in a helicopter.

You can travel in the air by cable car/in a cable car.

You can travel on water by boat/on a boat.

2a • Reading

1 To listen and read for specific information

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and read the texts and then match them to the pictures.
- Check Ss' answers.

Answer Key

- A 2 B 4 C 3 D 1

2 To read for specific information

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

Answer Key

- 1 DS 2 R 3 W

- Refer Ss to the  box.
- Play the video and elicit Ss' comments.

3 To consolidate comprehension of a text

- Explain the task and allow Ss time to review the text and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 On a red double-decker bus.
2 Bobby Danvers

4 To present signs in a city

- Ask Ss to read the signs. Explain/Elicit the meanings of any unknown words.
- Then ask sign to match the signs to the places where they can be seen.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 A 2 C 3 D 4 B

5 **Aim** To compare means of transport

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

Suggested Answer Key

In London there are bikes and there are also bikes in my village/town/city. In London, there are red double-decker buses, but there aren't any in my village/town/city. In London there is a cable car, but there isn't a cable car in my village/town/city. In London there are boats, but there aren't any boats in my village/town/city.

6 **Aim** To write tweets

- Explain the situation and ask Ss to write tweets similar to the ones in Ex.1 including at least one of the underlined phrases. Remind Ss to use no more than 140 characters.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Try using the public bus service. It's cheaper than taking a taxi and more environmentally friendly. You can see a lot of the city, too.

How about walking? This is the most relaxing way to check out all of Warsaw's attractions. Bye for now!

2b • Grammar

1 **Aim** To present and practise the comparative

- Read out the grammar table and the cartoon.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and read out the box about adjectives. Then give Ss some time to write the comparative forms in their notebooks.
- Check Ss' answers.

Answer Key

1 older	7 thinner
2 more important	8 happier
3 heavier	9 more interesting
4 worse	10 smaller
5 faster	11 better
6 larger	12 more beautiful

2 **Aim** To practise comparatives

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

Answer Key

1 taller	3 more expensive
2 as	4 better

3 **Aim** To practise the comparative

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

Answer Key

- Ships are bigger than boats.
- Taxis are more expensive than buses.
- Helicopters are more exciting than cars.
- Bikes are slower than motorbikes.

4 **Aim** To practise the comparative

- Ask Ss to look at the table and read out the example. Then give Ss time to write sentences following the example.
- Check Ss' answers around the class.

Answer Key

- New York isn't as interesting as Warsaw.
Warsaw is more interesting than New York.
- New York isn't as old as Warsaw.
Warsaw is older than New York.
- New York is more expensive than Warsaw.
Warsaw isn't as expensive as New York.
- New York is warmer than Warsaw.
Warsaw isn't as warm as New York.

5 **Aim** To compare two cities

Explain the task and give Ss time to complete it. Then elicit answers from Ss around the class.

Suggested Answer Key

Warsaw is more crowded than Kraków. Warsaw is as interesting as Kraków. Kraków is older than Warsaw. Warsaw is as expensive as Kraków. Kraków is warmer than Warsaw.

2c • Vocabulary

1 **Aim** To present shops & services

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

Module 2

2 To read a map

- Ask Ss to read the statements 1-5.
- Ask Ss to read the map and write the places in their notebooks.
- Then check Ss' answers.

Answer Key

- 1 the theatre
- 2 the museum and the fishmonger's
- 3 the bookshop
- 4 the school
- 5 the park

3 To give directions

- Read out the box and explain the task and ask two Ss to model the example.
- Then ask Ss to take turns and give directions in pairs using the phrases in the box and the map.
- Monitor the activity around the class and then ask some pairs to give directions in front of the class following the example.

Suggested Answer Key

... and the bookshop is opposite the toyshop on the corner of Pine Avenue.

A: Can you tell me how to get to the hospital, please?

B: Certainly. First, go along Park Avenue and then turn right into Pine Avenue. Then take the second left into Apple Street and the hospital is on the right.

A: Can you tell me how to get to the library, please?

B: Certainly. First, turn right into Marple Street and then turn left into Park Avenue. The library is next to the fishmonger's.

A: Can you tell me how to get to the museum, please?

B: Certainly. First, turn right into Pine Avenue. Then turn left into Park Avenue. The museum is next to the theatre.

A: Can you tell me how to get to the police station, please?

B: Certainly. First, turn left into Pine Avenue. Then turn right into Apple Street. The police station is next to the cinema.

2d • Everyday English

1 To read for cohesion and coherence

- Ask Ss to read the sentences A-E and then give them time to read the dialogue and complete the gaps.
- Check Ss' answers.

Answer Key

1 C 2 A 3 B 4 E 5 D

2 To listen for confirmation and act out a dialogue

- Play the recording for Ss to listen and check their answers and then ask Ss to take roles and act out the dialogue in pairs.
- Monitor the activity around the class.

3 To role play a dialogue buying a train ticket

- Read out the **Language Awareness** box and explain the task.
- Ask Ss to work in pairs and role play a dialogue using phrases from the dialogue in Ex. 1, the information in the table and following the plan.
- Then give Ss time to complete the task.
- Monitor the activity around the class and then ask some pairs to role play their dialogue in front of the class.

Suggested Answer Key

A: Hello! How can I help you?

B: Hi. I would like two tickets for Penzance, please.

A: OK. There are trains that leave at 10:30, 13:00 and 20:30.

B: OK. Can I have two tickets for the 13:00 train, then?

A: Single or return?

B: Single, please. How much are the tickets?

A: Just a moment... They're £50 per person, so that's £100 in total, please.

B: Great! Can I pay by credit card?

A: Sure. Here are your tickets. Have a nice journey.

B: Thank you.

Pronunciation

To pronounce /ɪ/, /aɪ/

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

Answer Key

/ɪ/ music, office /aɪ/ like, kite

2e • Grammar

1 **Aim** To present and practise the superlative

- Read out the grammar theory and the cartoon.
- Ask Ss to read the adjectives and then give them time to write the superlative forms.
- Check Ss' answers around the class.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

- | | |
|----------------------|---------------------|
| 1 the biggest | 7 the most |
| 2 the most dangerous | 8 the longest |
| 3 the noisiest | 9 the most exciting |
| 4 the littlest | 10 the best |
| 5 the most famous | 11 the most boring |
| 6 the driest | 12 the worst |

2 **Aim** To practise the superlative

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

Answer Key

- | | |
|--------------------|--------------------|
| 1 the deepest | 4 the highest |
| 2 the most crowded | 5 the most popular |
| 3 the largest | 6 the smallest |

3 **Aim** To practise the superlative

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

Answer Key

- Łazienki Park is the biggest park in Warsaw.
- Plac Zbawiciela is the best place to hang out in Warsaw.
- Nocny Market is the most crowded area in Warsaw.
- Arkadia is the busiest shop in Warsaw.
- Atelier Amaro is the most expensive place to eat in Warsaw.

4 **Aim** To practise the superlative

- Explain the task and ask Ss to read the sentences and choose the correct answers.
- Check Ss' answers around the class.

Answer Key

- | | |
|--------------------|-----------------------|
| 1 the most, more | 3 the largest, bigger |
| 2 the nicest, more | 4 the most, better |

5 **Aim** To practise the comparative and the superlative

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

Answer Key

- | | |
|--------------|----------------------|
| 2 warmer | 4 the most delicious |
| 3 the oldest | |

2f • Across Cultures

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

- Play the recording. Ss listen and read and then match the phrases to make sentences.
- Check Ss' answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 b | 2 c | 3 a |
|-----|-----|-----|

2 **Aim** To read for specific information

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

Answer Key

- | | | |
|-----|-----|------|
| 1 R | 2 W | 3 DS |
|-----|-----|------|

- Refer Ss to the box.
- Play the video for Ss and elicit their comments.

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

- Ask Ss to read the text again and then give them time to answer the questions.
- Check Ss' answers.

Answer Key

- The third floor
- A garden
- A fridge, a cooker, a sink, a table, two chairs and a small TV

4 **Aim** To compare houses

- Explain the task and read out the example.
- Ask Ss to read the box of adjectives and then give them time to compare the houses in the text using the adjectives and following the example.
- Ask various Ss to share their answers with the class.

Module 2

Suggested Answer Key

The flat is cheaper than the cottage, but the houseboat is the cheapest of the three.

The flat is more expensive than the houseboat, but the cottage is the most expensive of the three.

The flat is bigger than the houseboat, but the cottage is the biggest of the three.

The houseboat is more beautiful than the flat, but the cottage is the most beautiful of the three.

The houseboat is more modern than the cottage, but the flat is the most modern of the three.

The houseboat is older than the flat, but the cottage is the oldest of the three.

5 To listen and read for key information; to present a place

- Ask Ss to copy the headings into their notebooks and then play the recording. Ss listen and read and make notes under the headings.
- Then ask various Ss to use their notes to present Appledore to the class.

Suggested Answer Key

Name & place: Appledore, village

Location: Kent

What there is: beautiful cottages, medieval houses, antique shops, Appledore Manor, Royal Military Canal

transport: railway station, cycle, walk boat ride

Suggested Answer Key

Appledore is a village in Kent. There are beautiful cottages, medieval houses and antique shops there. There is also Appledore Manor and the Royal Military Canal. Visitors can use the railway station, cycle, walk or take a boat ride.

- Refer Ss to the  box.

6 To research a village

- Ask Ss to write the headings from Ex.5 into their notebooks again. Give Ss time to think of a village in their country and make notes under the headings and then use their notes to compare it to Appledore.
- Ask various Ss around the class to read their texts to the class.

Suggested Answer Key

name & place: Zalipie

location: Poland

what there is: painted wooden cottages

transport: walk

Suggested Answer Key

Appledore has beautiful cottages and Zalipie has beautiful painted wooden cottages so they are similar in this way. Appledore has a house where someone famous lived and Zalipie does too. Appledore has the Royal Military Canal and Zalipie doesn't have anything like this. Appledore has a railway station and Zalipie doesn't, but in both places people can walk around easily.

7 To write an article about a village in your country

- Explain the task and ask Ss to write an article about a village in their country using their notes in Ex.6 and the article in Ex.1 to help them.
- Give Ss time to complete the task and check their answers.
- Alternatively, assign the task as HW and then check Ss' answers in the next lesson.

Suggested Answer Key

Zalipie is a small village in south-east Poland. It is one of the prettiest villages in the country with its beautiful painted wooden cottages. There is also the home of Felicja Curylowa (1904-1974). It is a museum. You can walk around the village and see lots of beautiful cottages and houses.

2 • CLIL (Art & Design)

1 To present materials; to read for specific information

- Ask Ss to look at the pictures.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.
- Then ask Ss to read the text.
- Elicit which materials people used in the landmarks.

Answer Key


- 1 Nelson's Column – stone, the lions at the base – bronze
- 2 The Pyramids of Giza – stone
- 3 The Golden Gate Bridge – steel

2 To read for key information

- Ask Ss to read the statements 1-3.
- Give Ss time to read the text again and mark the statements according to what they read in the text.
- Check Ss' answers.

Answer Key

1 W 2 DS 3 R

- Refer Ss to the  box.
- Play the video for Ss and elicit their comments.

3 To consolidate information in a text

Ask various Ss to tell the class which monument they would like to visit and why.

Suggested Answer Key

I would like to visit the Pyramids of Giza because I think they are impressive.

Flash Time • 2

1 To read for key information

- Ask Ss to read the text and then ask Ss to copy and complete the table into their notebooks.
- Check Ss' answers around the class.

Suggested Answer Key




Name	Place	Age
Stonehenge	UK	5,000
Material	Interesting facts	
stone	The sun on Midsummer's Day shines through the centre. Over a million visitors per year.	

2 To create a poster

- Ask Ss to work in small groups and then give them time to research online and find information about four famous landmarks.
- Then ask Ss to copy the headings from the table into their notebooks and make notes and then add pictures and use their notes to make a poster.

Suggested Answer Key

Name	Place	Age
Eiffel Tower	Paris	130
Coliseum	Rome	almost 2,000
Sagrada Família	Barcelona	140
Sigismund's Column	Warsaw	370

Material	Interesting facts	
iron	<i>Gets its name from the man who designed it</i>	
stone	<i>Gladiators used to fight there</i>	
stone	<i>It still isn't finished.</i>	
Granite and bronze	<i>It shows King Sigismund III Vasa, who moved Poland's capital from Kraków to Warsaw in 1596</i>	

3 To present landmarks

Ask various groups of students around the class to present their landmarks from Ex.2 to the class.

Suggested Answer Key

Good morning. Today I want to tell you about some famous landmarks. Perhaps you will know some of them.

The Eiffel Tower is an iron landmark in Paris. It is around 130 years old. It gets its name from the man who designed it.

The Coliseum is a stone landmark in Rome. It is almost 2,000 years old. Gladiators used to fight there.

The Sagrada Família is a stone landmark in Barcelona. It is around 140 years old and it still isn't finished.

Sigismund's Column is a granite and bronze landmark in Warsaw. It is around 370 years old and it shows King Sigismund III Vasa, who moved Poland's capital from Kraków to Warsaw in 1596.

If you get the chance to visit them, you should. Thanks for listening.

Module 2

4 **Aim** To learn about the value of responsibility

- Ask Ss to read the rules. Explain/Elicit the meanings of any unknown words and then elicit why we have these rules from Ss around the class.

Suggested Answer Key

We have these rules to protect our monuments and ancient ruins.

5 **Aim** To develop critical thinking

Give Ss time to think of other rules relating to responsibility for protecting ancient ruins and monuments and then ask various Ss to tell the class.

Suggested Answer Key

Don't drop litter.

Respect the local culture and traditions.

Progress Check 2

1 1 DS 2 W 3 R 4 R 5 R

2 1 train 3 bus
2 helicopter 4 bicycle/bike

3 A 2 B 3 C 4 D 1

4 1 more crowded 3 slower
2 more exciting 4 less

5 1 the most interesting 3 the busiest
2 the best 4 the smallest

6 1 How can I help you?
2 When does the fast train leave?
3 Single or return?
4 How much are the tickets?
5 Of course. Here are your tickets.

7 1 city
2 Somerset, southwest England
3 Baths
4 shopping
5 car, train, bus

8 Gdansk is a city in the north of Poland. It is a popular tourist destination that is full of beautiful buildings and shops. You can visit Artus Court and see Neptune's Fountain and the Highland Gate. Visitors can also go shopping in the Madison Shopping Centre and Galeria Baltycka. It is easy to go to Gdansk by plane, train or ferry and trains and buses go to nearby cities.

Competences

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