



Teacher's Book

**Klasa 8**

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# Introduction to the Teacher

*Flash 8* is a modular course for learners studying British English at CEFR Level B1. It allows flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*Flash 8* 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. At the end of each module there's an exam practice section. There is also a **Grammar** section with theory and exercises available in the digital resources. 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.

## Skills Practice, Knowledge of Language, Functions, Knowledge of Linguistic Means

This section provide practice on exam task types while recycling topics taught in the course.

## 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

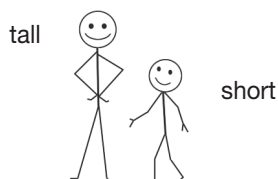
### A Presenting new vocabulary

Much of the new vocabulary in *Flash 8* 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 1, p. 14, Ex. 3*)
- **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 2, p. 24, Ex. 1b. 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. 34, Ex. 2. Ss will have to read the text in order to do the task. They are looking for specific details in the text and not for general information.*)

## Note: VIDEOS

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

## D Speaking

- Speaking activities are initially controlled, allowing for guided practice. (See *Student's Book, Module 1, p. 10, 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 1, p. 11 Ex. 5 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 8* 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 2, p. 33, Ex. 4. Ss are asked to write a letter.*)
- 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. 4 on p. 35 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. 6 on p. 43 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** tips to help Ss become autonomous learners



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 Lifestyles

## Topic

In this module, Ss will explore the topics of daily routines & free-time activities, teen problems and solutions to teen problems.

## Module page

4-5

**Lesson Objectives:** To get an overview of the module, to learn vocabulary for daily routines & free-time activities, to talk about daily routines & free-time activities, to listen for gist and specific information, to act out a dialogue

**Vocabulary:** Daily routines & free-time activities (*hang out with friends, do chores, play computer/online games, surf the Net, watch TV, do homework/study, have a guitar lesson, go to school, go shopping, play a sport*)

## 1a Reading

6-7

**Lesson Objectives:** To read for gist, to listen and read for specific information (R/W), to learn prepositions, to form abstract nouns, to talk about activities, to write a letter to a friend making suggestions

**Vocabulary:** Nouns (*research, concentration*); Verbs (*increase, boost, improve*); Phrasal verb (*light up*); Adjective (*creative*); Adverb (*indoors*); Phrases (*spare time, in a good mood, mental ability*)

## 1b Grammar

8-9

**Lesson Objectives:** To learn/revise verbs + *-ing/to-infinitive*/infinitive without *to*, to learn words often confused (*live/stay*)

## 1c Vocabulary

10

**Lesson Objectives:** To learn vocabulary for teen problems and solutions to teen problems, to talk about teen problems and solutions

**Vocabulary:** Teen problems (*arguing with parents/siblings, bullying/cyberbullying, stress, failing (exams), acne, eating disorders, media addiction, parents separating*); Solutions to teen problems (*see a doctor, talk to/get help from friends, talk to/get help from an adult [teacher, parent]*)

## 1d Everyday English

11

**Lesson Objectives:** To listen and read for gist, to role-play a dialogue asking for/giving advice; to pronounce /ɪə/, /eə/

## 1e Grammar

12-13

**Lesson Objectives:** To learn/revise the present simple, the present continuous and stative verbs, to talk about daily routines/activities, to write about yourself

## 1f Listening

14

**Lesson Objectives:** To listen for specific information (gap fill)

## 1g Writing

15

**Lesson Objectives:** To read for key information, to learn punctuation, to write a comment on a blog

## 1h Across Cultures

16-17

**Lesson Objectives:** To talk about your family, to listen and read for key information, to read for specific information (multiple matching, R/W), to learn phrasal verbs with *hang*, to listen for specific information (R/W), to post a comment on a blog, to talk about a famous family in your country

**Vocabulary:** Nouns (*exception, truck driver, influence*); Phrasal verbs (*pick sb up, take care of, drop sb off*); Adjective (*positive*); Phrase (*all ears*)

## 1 CLIL (PSHE)

18

**Lesson Objectives:** To read for specific information, to read for key information (matching headings), to write about standing up to peer pressure

**Vocabulary:** Nouns (*guidance*); Verbs (*trust, lie, convince, support*); Phrasal verb (*stick up for*); Adjectives (*tough, helpless*); Phrase (*skip class*)

## Flash Time 1

19

**Lesson Objectives:** To do a quiz, to give a presentation on how to maintain healthy eating habits, to talk/learn about the value of health

## Progress Check 1

20-21

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to complete a dialogue, to read for specific information, to listen for specific information, to write a comment on a blog



## What's in this module?

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

### 1 To present vocabulary for daily routines & free-time activities

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

#### Answer Key

- 1 I - hang out with friends
- 2 J - do chores
- 3 H - play computer/online games
- 4 G - surf the Net
- 5 B - watch TV
- 6 E - do homework/study
- 7 D - have a guitar lesson
- 8 C - go to school
- 9 A - go shopping
- 10 F - play a sport

### 2 a) To categorise new vocabulary

- Ask Ss to copy the table into their notebooks and then give them time to write the activities from Ex.1 in the correct column in the table.
- Check Ss' answers on the board.

#### Answer Key

Daily routines	Free-time activities
do homework/ study go to school do chores	surf the Net hang out with friends play computer/online games, watch TV go shopping play a sport have a guitar lesson

### b) To talk about daily routines/free-time activities

- Ask Ss to discuss their daily routine and free-time activities in pairs.
- Monitor the activity around the class and then ask some pairs to tell the class.

#### Suggested Answer Key

*I go to school, do chores and do my homework as part of my daily routine.*

*I watch TV, play computer/online games, hang out with friends and play a sport as my free-time activities.*

### 3 a) To listen for gist and specific information

- Play the recording and elicit what it is about.
- Play the recording again if necessary and elicit what the speakers decide to do and when.

#### Answer Key

*The dialogue is about two teens deciding what to do. They decide to go out to eat tomorrow night and meet at Jeremy's house at 7.*

### b) To understand the register of a dialogue

Elicit what register the dialogue is and ask Ss to give reasons for their answers.

#### Suggested Answer Key

*The dialogue is informal because the speakers are friends and know each other well. Also, it contains short forms and informal language.*

### c) To act out a dialogue

- Explain the task and ask two Ss to model the example dialogue.
- Then have Ss work in pairs and act out a similar dialogue to the example using the activities in Ex. 1.
- Monitor the activity around the class and then ask some pairs of Ss to act out their dialogues in front of the class.

#### Suggested Answer Key

A: Hi Jan, do you want to hang out tomorrow morning?

B: Hi David. I can't tomorrow, sorry. I have to do some chores in the morning.

A: What about tomorrow afternoon?

B: Sure.

## 1a • Reading

### 1 To read for gist

- Ask Ss to read the title and the subheadings and look at the pictures.
- Elicit Ss' guesses as to what the text is about.
- Then give Ss time to read through the text and find out.

# Module 1

## Suggested Answer Key

*I think it's about ways to live a healthier life.*

### 2 **Aim** To listen and read for specific information (R/W)

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

#### Answer Key

1 W      2 R      3 W      4 R      5 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.
- Play the video and elicit Ss' comments.

### 3 **Aim** To consolidate new vocabulary

- Ask Ss to read the words in the list and look up the meanings of any they are unsure of in their dictionaries.
- Then give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

1 spare      3 physical      5 good  
2 mental      4 brain

### 4 **Aim** To present prepositional phrases

- Explain the task and give Ss time to complete it and then check Ss' answers.
- Ask Ss to start a Prepositions section in their notebooks and write down prepositional phrases as they learn them and add new ones when they come across them.
- Tell Ss to revise their lists from time to time to improve their English.

#### Answer Key

1 to      2 for      3 to      4 in      5 of

### 5 **Aim** To practise word formation (forming abstract nouns)

- Read out the **Note** and explain how we form abstract nouns from verbs or adjectives.
- Give Ss time to form abstract nouns and complete the sentences using the adjectives and nouns in brackets.
- Check Ss' answers around the class.

#### Answer Key

1 information      3 decisions      5 action  
2 creativity      4 activity

### 6 **Think Aim** To consolidate information from a text and express a preference

- Ask Ss to talk in pairs about which of the activities in the text they would like to do and why.
- Ask various Ss to tell the class.

#### Suggested Answer Key

*I would like to sleep more, because I never get enough sleep and I'm always tired!*

### 7 **Aim** To write a letter

- Read out the **Note** and tell Ss that these phrases are useful language for making suggestions.
- Explain the task and give Ss time to complete it using examples from the article and using the letter skeleton.
- Ask Ss to read out their completed letters to the class.
- Alternatively, assign the task as HW and then ask Ss to read out their letters in the next lesson.

#### Suggested Answer Key

*Hi Jason,*

*I usually make sure I get a good night's sleep to stay healthy. It's great because it improves my concentration, and helps me be more creative. It's really important to get enough sleep. Why don't you try to get eight and a half to nine hours of sleep every night? It will help you get good grades in every subject.*

*I hope that helped.*

*Pavel*

## 1b • Grammar

### 1 **Aim** To present and practise verbs + -ing/to-infinitive/infinitive without to

- Ask Ss to read the table and the cartoon and refer Ss to the **Grammar Reference** section for more information.
- Explain the task and read out the example.
- Then give Ss time to complete the task and then check their answers.

#### Answer Key

2 play      5 to buy      8 to go  
3 going      6 to join      9 to take  
4 do      7 trying      10 cooking

## 2 To practise verbs + -ing/to- infinitive/ infinitive without to through sentence transformations

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

### Answer Key

- |            |            |          |
|------------|------------|----------|
| 1 to visit | 3 going    | 5 to go  |
| 2 be       | 4 watching | 6 eating |

## 3 To practise verbs + -ing/to- infinitive/ infinitive without to

- Explain the task and give Ss time to read the email and complete the task and write their answers in their notebooks.
- Then check Ss' answers.

### Answer Key

- |            |           |            |
|------------|-----------|------------|
| 1 to tell  | 5 Sailing | 9 stop     |
| 2 going    | 6 try     | 10 to help |
| 3 swimming | 7 going   | 11 getting |
| 4 playing  | 8 to go   |            |

- Ask Ss to study the **Note**.
- Explain the task. Point out that *live/stay* are often confused.

## 4 To practise verbs + -ing/to- infinitive/ infinitive without to

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

### Answer Key

- |            |             |          |
|------------|-------------|----------|
| 1 speak    | 3 to become | 5 to ask |
| 2 visiting | 4 Walking   | 6 using  |

## 5 To practise verbs + -ing/to- infinitive/ infinitive without to using personal examples

- Explain the task and give Ss time to complete it.
- Ask Ss to share their answers with their partner.

### Suggested Answer Key

- I love spending time with my friends.
- I can't stand studying for exams.
- I don't mind doing the washing-up.
- I'd love to visit Paris.
- I'm fond of baking cakes.
- I agree to come with you to the dance.
- I may study Maths at university.
- I'd prefer to stay in tonight.
- I fancy living in another country.
- It's no use trying to stop her; she has made up her mind.

## 1c • Vocabulary

### 1 a) To present vocabulary for teen problems

- Ask Ss to look up the meanings of any unknown words in their dictionaries. Then give them time to match the words/phrases to the pictures.
- Check Ss' answers.

### Answer Key

- failing (exams)
- media addiction
- acne
- arguing with parents/siblings
- parents separating
- bullying/cyberbullying
- stress
- eating disorder

### b) To listen for confirmation

Play the recording for Ss to listen and check their answers to Ex. 1a.

### 2 a) To present vocabulary for solutions to teen problems

- Ask Ss to read the solutions in the table and then elicit which solution is best for each problem in Ex. 1a.
- Then ask Ss to copy and complete the table in their notebooks.

### Suggested Answer Key

see a doctor	talk to/get help from friends	talk to/get help from an adult (teacher, parent, etc.)
acne, media addiction, stress, eating disorders	media addiction, eating disorders, bullying/cyberbullying, parents separating, arguing with parents/siblings	media addiction, bullying/cyberbullying, stress, failing (exams)

# Module 1

## b) To talk about solutions to teen problems

- Ask Ss to read out the **Note** and tell Ss that it presents useful language for agreeing/disagreeing.
- Ask Ss to talk about the solutions to teen problems in pairs following the example and using the phrases in the **Note**.
- Monitor the activity around the class and then ask some pairs to share their answers with the rest of the class.

### **Suggested Answer Key**

A: *I think the best solution to parents separating is to talk to friends.*

B: *I don't think so.*

A: *I think the best solution to bullying is to get help from a parent.*

B: *You're right.*

### **Presentation Skills**

Refer Ss to PS p.120.

## 1d • Everyday English

### 1 To present situational language

Play the recording for Ss to listen and elicit if the sentences are formal or informal.

#### **Answer Key**

*The sentences are informal because it sounds like the speakers are friends and know each other well. Also, they contain short forms and informal language.*

### 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 one girl giving advice to another because she failed her Maths exam.*

### 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**

*Are you sure? = Do you think so?*

*You don't look happy. = You look troubled.*

*Oh, that's too bad. = Oh, that's terrible.*

*Sure. = Of course.*

### 4 To act out a dialogue

- Play the recording again.
- Then ask Ss to take roles and act out the dialogue in closed pairs.
- Then ask some pairs to act out the dialogue in front of the class.
- Correct their pronunciation and intonation as necessary.

### 5 To role-play a dialogue asking for/giving advice

- 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: *Hi Julia! What's wrong? You look troubled.*

B: *Hi Natalia. I'm not feeling so well. I'm under a lot of stress.*

A: *Oh, that's terrible.*

B: *I can't cope with schoolwork and I feel like I'm falling behind.*

A: *Why don't you get extra tutoring? My older brother does it, and he only asks for a little money. It would really help you.*

B: *Do you think so?*

A: *Of course. Here's his number. Oh, and if you still feel stress, maybe you should talk to an adult.*

B: *I guess you're right. Thanks Natalia. See you later.*

A: *See you!*

A: *Hi Anna! What's wrong? You look troubled*

B: *Hi Nikolai. I'm not feeling so well. I'm being cyberbullied.*

A: *Oh, that's terrible.*

B: *I'm getting a lot of nasty messages.*

A: *Why don't you tell your parents? They will know what to do.*

B: *Do you think so?*

- A: Of course.  
 B: I guess you're right.  
 A: Oh, and if you want to talk, you can talk to me or any other of your friends.  
 B: Thanks Nikolai. See you later.  
 A: See you!

## Pronunciation

**Aim** To practise pronunciation of /ɪə/, /eə/

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

## 1e • Grammar

**1 Aim** To present/revise the present simple, the present continuous and stative verbs

- 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 sentences and complete the task.
- Check Ss' answers around the class.

### Answer Key

- |        |           |          |
|--------|-----------|----------|
| 1 wake | 3 walks   | 5 speaks |
| 2 play | 4 studies | 6 does   |

**2 Aim** To practise the present simple

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

### Answer Key

- |        |                |
|--------|----------------|
| 1 live | 5 doesn't play |
| 2 go   | 6 loves        |
| 3 like | 7 practises    |
| 4 play | 8 Do you have  |

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

- Explain the task and model the example. Then allow some time for Ss to complete it in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

### Answer Key

- 2 A: Do you tidy your room every weekend?  
 B: Yes, I do. / No, I don't.  
 3 A: Do you and your family eat out on Saturdays?  
 B: Yes, we do. / No, we don't.

- 4 A: Does your dad get up at 8:00 every day?  
 B: Yes, he does. / No, he doesn't.  
 5 A: Is your mum watching TV now?  
 B: Yes, she is. / No, she isn't.

**4 Aim** To practise the present continuous

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

### Answer Key

- |              |                  |
|--------------|------------------|
| 1 is making  | 4 are you having |
| 2 is taking  | 5 are studying   |
| 3 is packing |                  |

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

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

### Answer Key

- 1 A: are you doing, B: am going  
 2 A: does Jake leave, B: leaves  
 3 A: isn't playing, B: am not playing, am going  
 4 A: Does Liz usually sit, B: isn't coming  
 5 A: does Mum finish, B: finishes

## Language Awareness!

**Aim** To practise situational language

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

### Answer key

A

**6 Aim** To practise time expressions with the present simple and the present continuous

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

### Answer Key

- |                 |                |
|-----------------|----------------|
| 1 rarely        | 4 these days   |
| 2 every evening | 5 this evening |
| 3 at the moment | 6 sometimes    |

**7 Aim** To write about yourself

- Give Ss time to write six sentences about themselves using the stative verbs in the list and the correct tense.
- Ask Ss to share their sentences with their partner.



*I like football.*  
*I enjoy playing basketball.*  
*I know lots of people in my school.*  
*I think school is fun.*  
*I understand that some people don't like school.*  
*I need to save up for a new phone.*

1 **Aim** To prepare for a listening task

### Answer Key

- 2 **Aim** To prepare for a listening task

- ## Answer Key

3  To listen for specific information (gap fill)

- ## Answer Key

- 1 **Aim** To identify the context of a text

## Answer Key

2  To read for comprehension

- ## Answer Key

- 3  To practise punctuation

- ## Answer Key

- 4  To write a comment on a blog

- ### Suggested Answer Key

## 1h • Across Cultures

- 1 a) **Aim** To talk about your family

### Suggested Answer Key

b)  To talk about types of families

- 14



- Then elicit what each type of family involves and what type is common in their country.

## **Suggested Answer Key**

*A nuclear family is one with two parents and usually one/two children. An extended family is one with grandparents too, and aunts, uncles and cousins. Extended families are probably the most common in my country.*

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

- Play the recording. Ss listen and read and then elicit what type of family each teenager comes from various Ss around the class.

## **Answer Key**

*I think Jusuf has an extended family and Ruth has a nuclear family.*

- 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.
- Play the video and elicit Ss' comments.

## **3 Aim To read for key information (multiple matching)**

- Give Ss time to read the text again and choose the correct person to answer the questions.
- Check Ss' answers.

## **Answer Key**

1 Ruth                      2 Jusuf                      3 Jusuf

## **4 Aim To read for specific information (R/W)**

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

## **Answer Key**

1 R                      2 R                      3 R                      4 W                      5 W

## **5 Think Aim To compare two families**

Give Ss time to compare the families and then elicit comparisons from Ss around the class.

## **Suggested Answer Key**

*Jusuf's family is big but Ruth's family is small. Jusuf has got a lot of siblings, but Ruth hasn't got any siblings. Jusuf's grandparents live in the same house as him, but Ruth's grandparents live far away. etc*

## **6 Aim To present and practise phrasal verbs with hang**

- Ask Ss to read the box and then give them time to complete the sentences with the correct phrasal verbs.
- Check Ss' answers around the class.

## **Answer Key**

1 up                      2 out                      3 around                      4 on

## **7 Aim To listen for specific information (R/W)**

- Explain the task and ask Ss to read the statements 1-5.
- Play the recording, twice if necessary. Ss listen and complete the task and then check Ss' answers.

## **Answer Key**

1 W                      2 R                      3 W                      4 W                      5 R

## **8 Think Aim To talk about your family**

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

## **Suggested Answer Key**

*My dad is 40 and my mum is 38. My dad works in a bank and my mum works in a shop.*

## **9 Aim 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 Jusuf! I'm Oskar and I'm 14 years old. What a great blog post! I enjoyed reading about your family. I'm from Poland. In my family there are four people. My father is 40 years old and he works in a bank. My mother is 38 and she works in a shop. I have got one sister, Daria. She is 10 years old. I like having a nuclear family because we spend all our time together and know each other really well. Can't wait for your next blog post!*


## **Culture Spot**

Read out the box and then give Ss time to research online and find out about a famous family from their country. Ask Ss to present it to the class.

(Ss' own answers)


# Module 1

## 1 • CLIL (PSHE)

- 1  **To predict the content of a text, to read for gist**
- Elicit Ss' answers to the questions about peer pressure.
  - Give Ss time to read through the text and find out.

### Answer Key


*Peer pressure is the act of another person making you do something that you really don't want to do.*

- 2  **To listen and read for key information (matching headings to paragraphs)**
- Ask Ss to read the headings A-D.
  - Give Ss time to read the text and complete the task.
  - Play the recording. Ss listen and check their answers.

### Answer Key


1 B                      2 D                      3 A

- 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.
- Play the video and elicit Ss' comments

- 3  **To consolidate information in a text**
- Give Ss time to consider their answers to the questions and then elicit a variety of answers from Ss around the class.

### Suggested Answer Key


*I learnt that peer pressure can come from your friends and from people who are not really your friends. The text can help me (to) remember that if I am in a situation where I feel peer pressure, I can go to an adult for help.*


- 4  **To write tips based on the text**
- Explain the task and give Ss time to write a few tips for a friend experiencing peer pressure.
  - Ask various Ss to read out their tips to the class.


### Suggested Answer Key

*Remember that true friends won't threaten you. Don't let peer pressure make you feel helpless. When you know something is wrong, just say no. There is nothing cool about getting into trouble. Remember, parents and teachers can help you.*

## Flash Time • 1

- 1  **To do a quiz**
- Give Ss time to read the quiz and complete it.  
(Ss' own answers)

- 2  **To develop critical thinking skills**
- Divide Ss into small groups and give Ss time to research online and collect information about how teens can maintain healthy eating habits.
  - Give Ss time to consider their answers and decide what changes, if any, they need to make based on their results in the quiz.
- (Ss' own answers)


- 3  **To give a presentation on healthy eating habits**
- Give Ss time to prepare their presentation and then ask various Ss to give their presentation to the class.
  - Tell Ss they can use ideas from the quiz to help them.

### Suggested Answer Key

*Hello. I'm Igor. There's an old saying: 'You are what you eat.' That describes how I feel about eating habits. I think that when you eat healthily you feel healthy.*

*Having a healthy breakfast can make you feel energetic throughout the day. Also, eating fresh fruit and vegetables instead of biscuits and chocolate can help you have healthy skin. Finally, it's healthy to drink six to eight glasses of water a day. These are good eating habits that teens can follow.*

*So, to sum up, teenagers can maintain healthy eating habits with just a few small changes to their diet. We can all have more energy and feel healthier, so what are you waiting for? Thanks for listening.*

- 4  **To discuss the value of health; to explain a quotation**
- Read out the quotation and ask Ss to discuss whether they agree or not and explain their reasons. Elicit answers from Ss around the class.

### Suggested Answer Key

*I agree that without health you have nothing because life isn't enjoyable when you're ill. Also, health is something that money can't buy so it is priceless.*

## Progress Check 1

- 1 1 surfing 3 do 5 hang  
2 watch 4 go 6 Playing
- 2 1 arguing 4 disorder  
2 pressure 5 Cyberbullying  
3 fail
- 3 1 out 2 up 3 of 4 to
- 4 1 to be 4 to go 7 watch  
2 helping 5 Taking  
3 play 6 ordering
- 5 1 does she get 4 studies  
2 Does Bill work 5 isn't watching  
3 is tidying 6 has
- 6 1 d 2 e 3 c 4 b 5 a
- 7 1 W 2 W 3 T 4 W 5 R
- 8 1 stressed (out with school)  
2 assignments, after-school activities and sports  
3 schedule  
4 organise her time

- 9 Hi Tony! I'm Damian from Poland. Great blog! I like playing online games, too, but my favourite free-time activity is watching TV. There are so many great programmes to see. I really like 'Game of Thrones'. It's a fantasy series with lots of fighting and dragons. I also like watching 'Grey's Anatomy'. It's a drama in a hospital. I don't watch TV every day though, just at weekends. I also play the guitar and play basketball. That's all for now. Looking forward to your next blog post.

## Competences

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

# Module 2 Work

## Topic

In this module, Ss will explore the topics of jobs, job qualities, qualifications & skills.

## Module page

22-23

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

**Vocabulary:** Jobs (*teacher, doctor, hairdresser, receptionist, lawyer, police officer, firefighter, chef, nurse, plumber, photographer, electrician*)

## 2a Reading

24-25

**Lesson Objectives:** To listen and read for gist, to read for key information (multiple matching), to learn phrases verbs with *give*, to talk about part-time jobs, to write an email about a job

**Vocabulary:** Nouns (*occupation, volunteer, skill, golf caddy*); Verbs (*apply, volunteer, explore*); Phrasal verbs (*hand over, add up*); Adjectives (*responsible, available, rewarding*); Phrases (*spare time, work experience, the great outdoors*)

## 2b Grammar

26-27

**Lesson Objectives:** To learn/revise modals, to play a game

## 2c Vocabulary

28

**Lesson Objectives:** To learn vocabulary for job qualities, qualifications & skills, to write about and present a job you would like to do

**Vocabulary:** Job qualities, qualifications & skills (*college/university degree, punctual, honest, work experience, patient, reliable, good communication skills, hard-working, ambitious, knowledge of computers, imaginative, sociable, enthusiastic*)

## 2d Everyday English

29

**Lesson Objectives:** To listen for gist, to role-play a dialogue applying for a job, to learn intonation in compound nouns

## 2e Grammar

30-31

**Lesson Objectives:** To learn/revise the comparative and superlative

## 2f Listening

32

**Lesson Objectives:** To listen for key information (multiple choice)

## 2g Writing

33

**Lesson Objectives:** To read for structure and context, to write a letter of application

## 2h Across Cultures

34-35

**Lesson Objectives:** To listen and read for gist, to read for specific information (R/W), to learn vocabulary for types of volunteer work, to learn prepositional phrases, to listen for specific information (gap fill), to write a comment on a blog

**Vocabulary:** Types of volunteer work (*plant trees, visit the elderly, collect clothes, look after animals, pick up rubbish, help disabled people*); Nouns (*kennels, adoption, population, elderly, wisdom, experience*); Verbs (*volunteer, provide, increase*); Adjectives (*abandoned, proud, social, valuable*)

## 2 CLIL (Science)

36

**Lesson Objectives:** To listen and read for gist, to read for key information, to prepare a quiz

**Vocabulary:** Nouns (*community, nest, species, wing*) Verbs (*protect, mate*); Phrases (*lay eggs, dig tunnels*)

## Flash Time 2

37

**Lesson Objectives:** To present your ideal job, to talk/learn about the value/benefits of cooperation

## Progress Check 2

38-39

**Lesson Objectives:** To test/consolidate vocabulary and grammar learnt throughout the module; to read for specific information, to listen for specific information, to write a letter of application

## What's in this module?

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

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

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

#### Answer Key

1 police officer	7 electrician
2 firefighter	8 doctor
3 receptionist	9 photographer
4 teacher	10 hairdresser
5 lawyer	11 chef
6 nurse	12 plumber

### 2 **Aim** To talk about jobs

- Explain the task and read out the example.
- Go through the list and explain/elicite the meanings of any unknown words.
- Then elicit sentences from Ss around the class.

#### Answer Key

A firefighter puts out fires.  
 A receptionist receives calls and visitors at an office.  
 A teacher works in a school.  
 A police officer protects citizens.  
 A chef cooks delicious food.  
 A plumber fixes broken pipes.  
 A nurse looks after sick people.  
 An electrician fixes electrical problems.  
 A hairdresser cuts people's hair.  
 A lawyer advises people on the law.  
 A photographer takes pictures.

## 2a • Reading

### 1 a) **Aim** To introduce the topic

Elicit as many part-time jobs for teens as Ss can think of from Ss around the class.

#### Suggested Answer Key

waiter/waitress, dogwalker, babysitter, delivery boy/girl, gardener, etc

### b) **Aim** To predict the content of a text; to listen and read for gist

- Ask Ss to read the title of each job in the text.
- Elicit various guesses from Ss as to what each job involves.
- Play the recording. Ss listen and read to find out.

#### Suggested Answer Key

I think a video game tester has to make sure new games work.

I think an animal shelter volunteer takes care of animals.

I don't know what a golf caddy does, but maybe he or she helps the player in some way.

### 2 **Aim** To read for specific information (multiple matching)

- Ask Ss to read the statements and then give Ss time to read the text again and match them to each text.
- Check Ss' answers.

#### Answer Key

1 C      2 A      3 B      4 B      5 C

- 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.
- Play the video and elicit Ss' comments.

### 3 **Aim** To consolidate new vocabulary

- Ask Ss to read the words in the list and explain/elicite their meanings and then give them time to complete the sentences using them.
- Elicit answers from Ss around the class.

#### Answer Key

1 responsible	4 skills
2 available	5 occupations
3 rewarding	

### 4 **Aim** To present and practise phrasal verbs with give

- Ask Ss to read the box and then give them time to complete the sentences with the correct phrasal verbs.
- Check Ss' answers around the class.

#### Answer Key

1 out	3 in	5 away
2 back	4 off	

## Module 2

### 5 To talk about part-time jobs

- Ask Ss to consider their answers to the questions and then talk in pairs.
- Elicit answers from Ss around the class.

#### Answer Key

*In my country, teenagers often help their parents with their work – maybe in their shop on Saturdays or helping on a farm. I have a part-time job as a babysitter. There are lots of families in my building and I help them out.*

### 6 To write an email

- Explain the task and give Ss time to complete it including the points in the rubric and the email skeleton.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

*Hi Oliver,  
Hope all is well with you. I just wanted to tell you about my new job! I am an animal shelter volunteer. When I arrive at work, I check all the animals, and after that, I feed them. It's perfect for me as I love animals.  
Write soon,  
Isabel*

## 2b • Grammar

### 1 To present modals; to practise **can/can't, could/couldn't**

- Read out the theory and present the modals.
- Explain the meanings of the words (*permission = to be allowed to do sth, prohibition = to not be allowed to do something, obligation = to have a duty to do something, necessity = sth that is required, possibility = sth that may happen, advice/recommendation = guidance, offer/suggestion = sth put forward for consideration, request = sth that is asked for, ability = having the skills to do something, preference = liking one thing more than another*).
- Ask Ss to read the table and the cartoon and then refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task.
- Check Ss' answers.

#### Answer Key

- |            |            |         |
|------------|------------|---------|
| 1 Could    | 3 can      | 5 can   |
| 2 couldn't | 4 couldn't | 6 can't |

### 2 To practise modals

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

#### Answer Key

- |         |           |           |
|---------|-----------|-----------|
| 1 Can   | 3 should  | 5 mustn't |
| 2 could | 4 have to | 6 might   |

### 3 To practise modals

- Explain the task and give Ss time to write sentences in their notebooks using the correct modals and the list of rules.
- Ask various Ss to share their answers with the class.

#### Answer Key

#### Rules for a Receptionist

- You have to answer incoming calls.
- You have to schedule appointments.
- You mustn't wear casual clothes.
- You have to be friendly to customers.
- You mustn't make personal calls.
- You mustn't play games on your mobile.
- You don't have to wear a uniform.

### 4 To practise modals

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

#### Answer Key

- |                |                 |
|----------------|-----------------|
| 1 You should   | 4 He has to     |
| 2 You can't    | 5 You shouldn't |
| 3 Joanne might | 6 She might     |

#### Language Awareness!

### To practise situational language

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

#### Answer Key

B

### 5 To practise modals

- Explain the task and give Ss time to complete it with answers that are true for them.
- Check Ss' answers.



## Suggested Answer Key

- 1 ... could climb a tree.
- 2 ... have to wear a uniform.
- 3 ... have to help with the chores.
- 4 ... might go to the cinema.
- 5 ... should study for an exam.
- 6 ... can't eat or drink.

## Game!



### To play a game and practise modals

- Explain the game and give Ss time to think of an imaginary job and things they have to/ mustn't do.
- Ss take turns and play the game in pairs.
- Ask various Ss to share their answers with the class.

## Suggested Answer Key

*Animal shelter volunteer*

*I have to walk the dogs and I have to feed the dogs.*

*I mustn't leave the cage doors open and I mustn't give the dogs too many treats.*

## 2c • Vocabulary

### 1 a) To present vocabulary for job qualities, qualifications & skills

- Ask Ss to look at the dictionary entries and identify which of the words in the list match these types of words.
- Give Ss time to copy and complete the table in their notebooks.

### b) To listen for confirmation

- Play the recording. Ss listen and check their answers.

## Answer Key

qualities	qualifications & skills
punctual	college/university
honest	degree,
patient	work experience,
reliable, hard-working,	good
ambitious	communication skills,
imaginative	knowledge of
sociable	computers
enthusiastic	

### 2 To talk about job qualities, qualifications and skills

- Give Ss time to consider which qualities, qualifications and skills match each job and write sentences in their notebooks.

- Then have Ss tell their partners.
- Ask various Ss around the class to share their answers with the class.

## Suggested Answer Key

*A nurse needs to be patient and hard-working.*

*He/She also needs a university degree.*

*A police officer needs to be honest. He/She also needs knowledge of computers.*

*A hairdresser needs to be enthusiastic and sociable. He/She also needs work experience.*

*A photographer needs to be imaginative. He/She also needs good communication skills.*

### 3 To present your ideal job

- Explain the task and give Ss time to think about their ideal job and the qualities, qualifications and skills needed to do it and write a short text following the skeleton.
- Then ask Ss to present their ideal job to the class.

## Suggested Answer Key

*I would like to be a lawyer because I want to advise people on the law. I think that to become a good lawyer, you need to be ambitious. Also, you need to be hard-working. Finally, you need a university degree and good communication skills.*

## Presentation Skills

Refer Ss to PS p.121.

## 2d • Everyday English

### 1 To present situational language for applying for a job

- Play the recording.
- Ask Ss if the sentences are formal or informal.

## Answer Key

*The sentences are formal.*

### 2 To predict the content of a dialogue; to identify the register and listen and read for gist

- Elicit Ss' guesses as to what the dialogue is about and then elicit whether the dialogue is formal or informal.
- Play the recording. Ss listen and check.

## Answer Key

*The dialogue is a job interview. It is formal.*

## Module 2

### 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

*Why should I give you the job? = Why do you want to work for us?*

*I can't wait for you to call me. = I'm looking forward to hearing from you.*

*Please have a seat. = Come in and sit down.*

### 4 To role-play a dialogue applying for a job

- Explain the situation and ask Ss to write a similar dialogue to the one in Ex. 2 and take roles in pairs and act it out.
- 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, Isabel. Come in and sit down.

B: Thank you.

A: Now, I have your CV here. I can see that you are 16 and go to the Adam Mickiewicz High School and get good grades. However, what I'd like to know is: why do you want to work for us?

B: Well, I was hoping to earn some extra money during the school year. So when I saw the ad in the paper for a golf caddy, I applied straight away.

A: Do you think you have the personal qualities necessary for the position?

B: Yes, I do. I'm enthusiastic, punctual and hard-working. I also have good communication skills. Also, because I love golf and know a lot about it, I think I will be good at the job!

A: Thank you Isabel. I will call you tomorrow and let you know our decision.

B: Thank you for your time. I'm looking forward to hearing from you.

### Intonation

#### To practise intonation in compound nouns

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

#### Answer Key

*sales assistant*  
*part-time*

*video game*  
*outdoors*

*firefighter*

### 2e • Grammar

#### 1 To revise/learn comparisons; to practise the comparative

- Explain that we use **the comparative form** to compare two people, things, places, etc. We usually use **than** with comparative adjectives (e.g. Janet is **taller than** Paul.).
- Explain that with **one-syllable** and **two-syllable** adjectives, we form the comparative by adding **-er** (e.g. big - bigger).
- Explain that with adjectives of more than two syllables, we form the comparative with **more** (e.g. expensive - **more** expensive).
- Explain that with some two-syllable adjectives, such as **clever, narrow, gentle, friendly** etc, we form the comparative either with -er or with more (e.g. friendly - **friendlier** -or friendly - **more** friendly).
- Explain that with **one-syllable** adjectives ending in **-e**, we add **-r** in the comparative form (e.g. simple - simpler).
- Explain that with one-syllable adjectives ending in **a vowel + a consonant**, we double the last consonant and add **-er** (e.g. fat - **fatter**).
- Explain that with **two-syllable** adjectives ending in **-ly** or **-y**, we change the **-y** to **-i** and add **-er** (e.g. happy - **happier** -).
- Explain that we use **(not) as + adjective + as** to compare two people/things. (e.g. He's **as quiet as** a mouse. She **isn't as beautiful as** her friend).
- 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 larger

2 more hard-working

3 busier

4 more dangerous

5 worse

6 more important

#### 2 To practise types of comparisons

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

#### Answer Key

1 much

2 as

3 much

4 than

5 as

## 3 To practise making comparisons

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

### Answer Key

- Mary is young, but Anna is younger than Mary.
- Lisa is qualified, but Victor is more qualified than Lisa.
- A lawyer works long hours, but a doctor works longer hours than a lawyer.
- Kate is experienced, but Lucy is more experienced than Kate.

## 4 To present the superlative; to practise the comparative & the superlative

- Explain that we use **the superlative form** to compare one person/ thing, etc with the entire group (e.g. Danny is **the tallest** boy in the class.).
- Explain that with **one-syllable** and **two-syllable** adjectives, we form the superlative by adding **-est** (e.g. big -**biggest**).
- Explain that with adjectives of more than two syllables, we form the superlative with **the most** (e.g. expensive - **the most** expensive).
- Explain that with some two-syllable adjectives, such as **clever, narrow, gentle, friendly** etc, we form the superlative either with **-est** or with **most** (e.g. friendly - **friendliest** or friendly - **the most** friendly).
- Explain that with **one-syllable** adjectives ending in **-e**, we add **-st** in the superlative form (e.g. simple -**simplest**).
- Explain that with one-syllable adjectives ending in **a vowel + a consonant**, we double the last consonant and add **-est** (e.g. fat -**fattest**).
- Explain that with **two-syllable** adjectives ending in **-ly** or **-y**, we change the **-y** to **-i** and add **-est** (e.g. happy -**happiest**).
- 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

- more popular
- more ambitious
- the most punctual
- the funniest
- cheaper
- the most stressful

## 5 To practise comparisons through sentence transformations

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

### Answer Key

- the most organised
- more tiring
- less experienced than
- the best
- hard-working as
- the least friendly

## 6 To compare people

- Explain the task and ask Ss to write sentences comparing people they know in their notebooks.
- Elicit answers from Ss around the class.

### Suggested Answer Key

I am more creative than my brother.  
My mum is the most reliable person I know.  
My friend Mary is more patient than Jenny.  
George is the most energetic child of all.  
Helen is more ambitious than Lucy.  
Angela is the most sociable girl in the class.

## 2f • Listening

### 1 To prepare for a listening task

- Ask Ss to look at the statements and read the underlined words and decide which option best paraphrases the sentences.
- Give Ss time to complete the task and check their answers.

### Answer Key

- a
- b
- b
- a

### 2 a) To prepare for a listening task

- Read out the **Note** and explain that this tip will help Ss complete the task successfully.
- Ask Ss to read the questions and the possible answers and elicit their guesses as to what the dialogue will be about.

### Suggested Answer Key

The dialogue is an interview for a job in a cinema.

### b) To listen for specific information (multiple choice)

- Play the recording.
- Ss listen and complete the task by choosing the correct answers.
- Check Ss' answers.

### Answer Key

- C
- A
- B
- B

## Module 2

### 2g • Writing

#### 1 To read for structure and content

- Ask Ss to read the text and match the paragraphs to the content.
- Check Ss' answers.

#### Answer Key

1 C      2 B      3 D      4 A

#### 2 To identify formal language

- Read out the **Note**.
- Give Ss time to read the text again and then elicit examples of formal language from Ss around the class.

#### Suggested Answer Key

Full verb forms - I am writing

Formal linkers - Therefore

Advanced vocabulary - familiar with, I am available for, look forward to...

#### 3 To prepare for a writing task

- Ask Ss to read the advertisement and list the key words in their notebooks.
- Check Ss' answers around the class.

#### Suggested Answer Key

18 years old, part-time job, at Art Café, Monday & Wednesday 5-9, Friday 4-9 and Saturday 7-11, don't need work experience, energy, Mrs Diane Chase

#### 4 To write a letter of application

- Give Ss time to write a letter of application applying for the job in Ex. 3.
- Remind Ss to use formal language and to include all the points listed.
- Ask various Ss to read their letters to the class.
- Alternatively, assign the task as HW and check their answers in the next lesson.

#### Suggested Answer Key

Dear Mrs Chase,

I am writing to apply for the position of a waiter which you advertised in *The Morning Chronicle*. I am 15 years old and I am a student at Darlington School.

I am hard-working and friendly. Also, I am a runner, and therefore I have plenty of energy. Even though I do not have experience, I am a very quick learner, so I do not think this will be a problem.

*I am available for an interview at any time. I look forward to hearing from you.*

*Yours sincerely,*

*Andrzej Pula*

### 2h • Across Cultures

#### 1 To introduce the topic; to listen for gist

- Ask Ss to read the dictionary entry and then look at the pictures.
- Elicit Ss' guesses as to what the charities in the text do.
- Play the recording Ss listen and check.

#### Answer Key

*I think that the first charity helps animals and the second charity helps elderly people take care of themselves.*

#### 2 To read for specific information (R/W)

- Ask Ss to read the statements 1-5. 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

- 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.
- Play the video and elicit Ss' comments.

#### 3 To present vocabulary for types of volunteer work

- Ask Ss to look at the pictures and then elicit what part-time charity work a person can do.
- Then give Ss time to label the pictures and check their answers.

#### Answer Key

1 look after animals      4 help disabled people  
2 pick up rubbish      5 visit the elderly  
3 collect clothes      6 plant trees

#### 4 To talk about types of volunteer work

- Explain the task and give Ss time to complete it in pairs following the example.
- Monitor the activity around the class.

#### Answer Key

B: ... What type of volunteer work do Meg and Tim do?

A: They pick up rubbish. What type of volunteer work do Sue and Lyn do?

B: They collect clothes. What type of volunteer work does Anna do?

A: She helps disabled people. What type of volunteer work does Kary do?

B: She visits the elderly. What type of volunteer work does Jeff do?

A: He plants trees.

## 5 **Aim** To present prepositional phrases

- Explain the task and give Ss time to complete it and then check Ss' answers.
- Ask Ss to write down prepositional phrases in a Prepositions section in their notebooks as they learn them and add new ones when they come across them.
- Tell Ss to revise their lists from time to time to improve their English.

### Answer Key

1 at      2 on      3 for      4 for

## 6 **Aim** To listen for specific information (gap fill)

- Explain the task and ask Ss to read the gapped text.
- Play the recording, twice if necessary. Ss listen and complete the missing information in their notebooks and then check Ss' answers.

### Answer Key

1 Pulaski      3 St Andrews  
2 2002      4 Saturdays

## 7 **Aim** To write a comment on a blog

- Explain the task and give Ss time to research online about a charity in their country.
- Then give Ss time to write their comment using the skeleton and the information they collected to help them.
- Alternatively, assign this task as HW.

### Suggested Answer Key

Hi Adam! My name is Edmund. I volunteer at a 'Monar Marco' homeless shelter, which is a charity in my country: Poland. This organisation helps homeless people by giving them a place to stay, food, medical services and support. I help by collecting money at my school and in my town, giving out pamphlets telling people what we do, and working at the shelter. It makes me feel happy because I don't like to see people on the street with no food and no one to look after them. That's all I wanted to say. Looking forward to your next blog post.

## Culture Spot

Read out the box and then give Ss time to research online and collect information about well-known charities in their country and who they help.

### Suggested Answer Key

Monar Mokot is a well-known charity that runs a network of homeless shelters and care centres across Poland. They help homeless people to get back into society and offer them a place to stay. They also provide medical care if they are ill and help and support if they have problems with drugs or alcohol. The Comenius Foundation is a well-known children's charity that provides educational opportunities to young children.

## 2 • CLIL (Science)

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

- Ask Ss to look at the pictures and read the title of the text. Elicit Ss' guesses as to what the text is about and then play the recording.
- Ss listen and read and find out.

### Answer Key

Soldier ants protect the colony. Worker ants dig tunnels and collect food. Drones are males that mate in the summer. The queen lays eggs.

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

- Ask Ss to read the sentences and then read the text again and replace the words in bold with the words from the list.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the task and check their answers.

### Answer Key

1 soldier ants      3 worker ants  
2 drones      4 queen ants

- 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.
- Play the video and elicit Ss' comments.

### 3 **Aim** To read for key information (complete sentences)

- Read out the sentences stems and give Ss time to complete them referring to the text.
- Elicit answers from Ss around the class.

### Answer Key

1 eggs      2 are female      3 wings



## Module 2

### 4 To consolidate information in a text

Give Ss time to write down three interesting facts from the text and then ask various Ss to tell the class what they found interesting.

#### **Suggested Answer Key**

*I think it is interesting that in some species of ants, the queen can live up to 30 years.*

*I also think it's interesting that most of the ants are female and all ants apart from the queen only live for a few months.*

### 5 To prepare a quiz

- Ask Ss to work in small groups and collect information online about ants and use this information to prepare a short quiz.
- Ask Ss to swap their quizzes with another groups and do the quiz.
- Ask various groups to share their quizzes with the class.

#### **Suggested Answer Key**

- *There are more than 100,000 known ant species. (F – 10,000)*
- *Ants can carry between 10 and 50 times their own body weight. (T)*
- *Ants don't have lungs. (T)*
- *Ants don't have ears. (T)*
- *Ants have three stomachs. (F – two)*

## Flash Time • 2

### 1 To make notes about your favourite job

Ask Ss to copy the table into their notebooks and complete it with information about their ideal job.

#### **Suggested Answer Key**

Profession	Workplace
Doctor	Hospital
Duties/working hours	Qualifications
Treating sick people/ long working hours	University degree

### 2 To present your ideal job

Ask various Ss to present their ideal job to the class.

#### **Suggested Answer Key**

*Hello, my name is Dobrogost Bunda and my ideal job is a doctor. I want to be a doctor and work in a hospital and treat sick people. I need a university degree to do this job. I think it would be very rewarding. Thanks for listening.*

### 3 To discuss the value of cooperation

- Give Ss time to read the list of statements and consider their answers. Then have Ss discuss in pairs.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*A: I agree with all the statements and I think that cooperation is important at home and at school.*

*B: I agree. When people cooperate, they complete tasks successfully.*

### 4 To express an opinion

Ask Ss to discuss their opinion in pairs and then elicit opinions from various Ss around the class.

#### **Suggested Answer Key**

*A: I think it is important for employees to be team players because then they can respect each other and exchange ideas and opinions.*

*B: I agree. Employers want their employees to cooperate with each other and complete their tasks successfully.*

## Progress Check 2

- 1 police officer      3 chef      5 firefighter  
2 plumber      4 photographer
- 1 punctual      4 honest  
2 ambitious      5 hard-working  
3 patient
- 1 volunteer      3 experience      5 available  
2 responsible      4 skill
- 1 out      3 back      5 to  
2 away      4 on



- 5 1 *mustn't* 6 *doesn't have to*  
 2 *can* 7 *has to*  
 3 *don't have to* 8 *must*  
 4 *must* 9 *Can*  
 5 *couldn't* 10 *have to*

- 6 1 *friendlier*  
 2 *the most successful*  
 3 *better*  
 4 *the worst*  
 5 *more relaxing*

- 7 1 *W* 2 *W* 3 *R* 4 *R* 5 *R*

- 8 1 *d* 2 *b* 3 *e* 4 *a* 5 *c*

- 9 1 *Adams*  
 2 *15 June, 2001*  
 3 *9122*  
 4 *Friday*  
 5 *morning*

- 10 *Dear Sir or Madam,*  
*I am writing to apply for the position of part-time sales assistant as advertised in the Sunday Morning Times.*  
*I am 17 years old and I am looking for a part-time job to earn some extra money.*  
*I am hard-working, reliable and punctual. I would like to work in a bookshop because I love reading and I like talking to people about books.*  
*I am available to work on Tuesday, Thursday and Friday afternoons and Saturday morning. Please contact me on 3698-456217. I look forward to hearing from you.*  
*Yours faithfully,*  
*Hanna Lipinska*

### Competences

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