

People around the world

Topic

In this module, Ss will explore the topics of people around the world, sports & hobbies, jobs and appearance.

Modular page

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Lesson objectives: To give an overview of the module, to talk about countries and nationalities

Vocabulary: Countries (*Poland, England, Italy, Peru, Russia, Argentina, Mexico, the USA, Ireland, Brazil, Chile, Spain, Germany, France, Portugal*); Nationalities (*Mexican, Chilean, Spanish, Argentinian, Brazilian, American, Polish, Italian, English, Peruvian, Irish, Russian, Portuguese, German, French*)

1a Sports & Hobbies

8-9

Lesson objectives: To listen for specific information, to learn the affirmative form of the verb 'to be', to read for specific information, to summarise a text, to write a blog entry about yourself and your favourite sport

Vocabulary: Sports and hobbies (*horse riding, volleyball, photography, playing music, woodwork, reading, cycling, painting, playing computer games, writing*); Verb (*be*); Nouns (*student, dream, basketball player, hero, team, tennis club*); Adjectives (*favourite, famous*); Preposition (*like*); Phrase (*good at*)

1b Jobs

10-11

Lesson objectives: To listen for specific information, to learn the negative and question forms of the verb 'to be', to learn subject pronouns and possessive adjectives, to write a dialogue

Vocabulary: Jobs (*vet, astronaut, waiter, electrician, artist, firefighter, nurse, architect, pilot, actress, author*); Nouns (*subject, Literature, author, story, journey, dream*); Adjective (*new*); Adverb (*here*); Pronoun (*what*); Phrase (*full of magic*)

1c Culture Corner

12

Lesson objectives: To read for specific information, to write a short text about the flag of your country

Vocabulary: Days of the week (*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*); Months (*January, February, March, April, May, June, July, August, September, October, November, December*); Nouns (*symbol, cross, nation, government building, holiday, Commonwealth*); Adjective (*special*); Preposition (*except for*); Determiner (*each, every, certain*); Phrase (*on display*)

1d Everyday English

13

Lesson objectives: To learn introductions, greetings and saying goodbye, to pronounce /θ/, /ð/

Vocabulary: Greet people (*Hi! How are you? How's everything? How's it going? Hello! I'm ...*); Respond (*Great. I'm fine, thanks. I'm OK. Not bad. So-so.*); Introduce yourself/others (*Hi! I'm ... Hello! I'm ... This is ...*); Respond (*Nice to meet you. Hi, I'm ... Hello, I'm ... Oh, hi I'm ...*); Say goodbye (*Goodbye. Bye. See you. See you later. See you tomorrow. Take care.*)

1e Appearance

14-15

Lesson objectives: To learn the verb 'have got', to read for specific information, to describe a person's physical appearance, to listen for specific information, to write about your physical appearance

Vocabulary: Physical appearance (*HAIR: fair, grey, brown, dark, short, straight, long, wavy, curly; LIPS: thin, full; HEAD/FACE: ear, cheek, mouth, neck, tongue, chin, beard, teeth, moustache, nose, eye; BODY: arm, hand, leg, feet; HEIGHT: short, of medium height, tall; WEIGHT: thin, slim, plump, well-built, fat; AGE: young, in his early/late twenties, middle-aged, old*); Verb (*make*); Nouns (*tribe, leg, ring, sign, wealth, beauty, skin, holes, heavy earrings*); Adjectives (*famous (for), beautiful*); Preposition (*around*)

1f Games & Leisure

16-17

Lesson objectives: To read for specific information, to learn comparative and superlative adjectives, to write about friends using comparative and superlative adjectives

Vocabulary: Sports (*pole vault, tennis, martial arts, surfing, football, cycling, cricket, golf, hockey, basketball, canoeing, swimming*); Nouns (*athlete, Olympic silver medal, winner, title, female, Olympic gold medal, championship, sprinter, world record*); Adjective (*fast*)

1g Skills

18

Lesson objectives: To learn 'can' (ability), to listen for specific information, to learn question words, to practice intonation in questions, to role play a dialogue

Vocabulary: Abilities (*ride a bike, dance, run fast, play the guitar, dive, swim, cook, sing, drive a car*). Question words (*who, what, where, how old, which*)

1h Writing**19**

Lesson objectives: To learn about capital letters, to read for specific information, to answer personal questions, to learn word order in sentences, to write an informal email about yourself

1i Curricular: Geography**20**

Lesson objectives: To do a quiz about world landmarks, to write a quiz about landmarks

Language Review 1**21**

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 1**22-23****Russia 1****24**

Lesson objectives: To read for specific information, to talk and write about gorodki, to give a presentation on a traditional sport.

Vocabulary: Verbs (*knock, throw*); Nouns (*form, flat surface, grass lawn, town square, equipment, bat, wooden pin, rule, objective, winner*); Adjective (*ancient*); Phrase (*basic idea*); Present Participle (*standing*)

►► What's in this module?

Read the title of the module *People around the world* and ask students to predict the content of the module (*the module is about people from various countries*). Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary**1 Aim To present countries and nationalities**

- Allow Ss time to do the task individually and compare their answers with a partner.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually and chorally.

Answer Key

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

2 Aim To practise countries and nationalities

- Ask different Ss to read what each person is saying in the pictures.
- Explain the task and read the example. Point out that for men/boys we use *he*, for women/girls we use *she*. Allow Ss two to three minutes to do the task. Check Ss' answers on the board.

Answer Key

- Juan is from Spain. He's Spanish.
- Yuri is from Russia. He's Russian.
- Nen is from Egypt. He's Egyptian.
- Lin is from China. She's Chinese.
- Carla is from Mexico. She's Mexican.
- Laura is from the USA. She's American.

OVER TO YOU!**Aim To personalise the topic**

- Ask various Ss to tell the class where they are from and their nationality.
- Ss do the task. Check Ss' spelling.

Suggested Answer Key

*I'm from Brazil.
I'm Brazilian.*

1a Sports & Hobbies

Vocabulary

- 1 a) **Aim** To present vocabulary for sports and hobbies

- Read the list of sports and hobbies and direct Ss' attention to the pictures.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play again with pauses for Ss to repeat chorally and/or individually.

Answer Key

1 F 3 E 5 J 7 H 9 A
2 G 4 B 6 C 8 D 10 I

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

- Elicit which of these activities are sports (*horse riding, volleyball, cycling*).
- Allow Ss time to write their sentences about each person in the pictures, as in the example.
- Ask different Ss to read their sentences to the class and check.

Answer Key

Lin's favourite hobby is playing music.
Sally's favourite hobby is reading.
Katya's favourite hobby is painting.
Laura's favourite hobby is photography.
Tanya's favourite sport/hobby is horse riding.
Ann's favourite sport/hobby is volleyball.
Clara's favourite sport/hobby is cycling.
Stella's favourite hobby is writing.
Maksim's favourite hobby is woodwork.

- 2 **Aim** To listen for specific information

- Play the recording twice if necessary. Ss do the task.
- Check Ss' answers.

Answer Key

Kate	Bob	Rosa
basketball	reading	art

Grammar

- 3 **Aim** To present the verb 'to be'

- Ss close their books. Write on the board: *I am Claire. I'm Claire.* Present the full and contracted forms of the present simple affirmative of the verb 'to be'.

- Point to a S. Say: *You are Mario. You're Mario.* Then write it on the board. Point to a male S in the classroom and say: *He is Paul. He's Paul.* Then write it on the board. Point to a female S in the classroom and say: *She is Sally. She's Sally.* Then write it on the board. Continue with the rest of the pronouns.
- Ask Ss to open their books and read the table.
- Read the sentences with the class and elicit answers for the gaps.

Answer Key

1 am 2 are 3 are 4 is 5 are

Listening & Reading

- 4 a) **Aim** To introduce the topic of the text

Refer Ss to the pictures of the athletes on p. 9 and elicit who these people are and what the Ss know about them to stimulate discussion about the topic of the text.

Suggested Answer Key

The athletes in the pictures are Neymar Jr. and Venus Williams.

- *Neymar Jr. is a football player. He's from Brazil.*
- *Venus Williams is a tennis player. She's American. Her sister, Serena, is a tennis player, too.*

- b) **Aim** To listen and read for specific information

- Allow Ss three minutes to read the text in their books. Alternatively, play the recording and ask Ss to follow the text in their books.
- Elicit what each teenager's dream is.

Answer Key

- *Marco's dream is to become a famous basketball player.*
- *Olga and Irina's dream is to become famous tennis players.*

- 5 **Aim** To read for specific information

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

Answer Key

2 eleven (11), thirteen (13) years 5 football
3 tennis 6 school
4 a basketball player tennis club

Go through the **Check these words** box and explain/elicit the meanings of the words.

Suggested Answer Key

student (n): a person studying at school
favourite (adj): liked the most
dream (n): a desired goal in life
become (v): to change/develop into sth

famous (adj): known by lots of people

basketball player (n): sb who plays basketball, esp professionally

like (prep): similar to

hero (n): sb admired

good (at) (adj): skilled at

team (n): a group of sports players that train/play together

tennis club (n): a group of people who play tennis – a sport played on a court with a racquet and a ball – for fun

Speaking

- 6 **Aim** To complete a table with key information and summarise a text

- Ask Ss to copy the table from p. 9 into their notebooks. Do the same on the board.
- Ask Ss to read the text again and complete the table about each teenager in the text.
- Read out the example. Elicit answers and complete the table.
- Ask Ss to tell the class about each teenager from the text using the information in their tables.

Answer Key

	Country of origin	Age	Job	Favourite sport/athlete
Marco	Spain	12	student	basketball/ Marc Gasol
Pedro	Spain	11	student	football/ Neymar Jr.
Olga	Russia	11	student	basketball and tennis/Venus and Serena Williams
Irina	Russia	13	student	basketball and tennis/Venus and Serena Williams

Suggested Answer Key

- Pedro's from Spain. He's 11. He's a student. His favourite sport is football. His favourite athlete is Neymar Jr..
- Olga's from Russia. She's 11. She's a student. Her favourite sports are basketball and tennis. Her favourite athletes are Venus and Serena Williams.
- Irina's from Russia. She's 13. She's a student. Her favourite sports are basketball and tennis. Her favourite athletes are Venus and Serena Williams.

Writing

- 7 **Aim** To personalise the topic, to write about yourself and your favourite sport (a blog entry)

- Explain the task.
- Allow Ss time to write their entries. Alternatively, assign the task as HW.
- Invite Ss to read their entries to the class.

Suggested Answer Key

My name's Ivan and I'm from Russia. I'm 16 years old and I'm a student. My favourite sport is football. My dream is to become a famous football player.

1b Jobs

Vocabulary & Listening

- 1 a) **Aim** To present jobs

- Ask Ss to look at the pictures. Go through the list of jobs and elicit/explain any unknown ones. Elicit what jobs they can identify (e.g. Tony – astronaut).
- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.
- Play it again with pauses for Ss to repeat. Check for correct pronunciation.

Answer Key

1 H 3 E 5 B 7 C 9 K 11 F
2 I 4 G 6 A 8 J 10 D

- b) **Aim** To practise jobs vocabulary

- Allow Ss time to write their sentences about each person in the pictures, as in the example.
- Ask Ss to read their sentences to the class and check.

Answer Key

Mark is a firefighter. Kate is an author.
Jason is an artist. Sasha is an electrician.
Sue is a nurse. Tony is an astronaut.
Claire is an actress. James is an architect.
Steve is a waiter. Gus is a pilot.

- 2 **Aim** To listen for specific information

- Play the recording. Ss complete the task.
- Elicit answers around the class.

Answer Key

1 firefighter 2 nurse 3 artist 4 vet

Grammar

- 3 a) **Aim** To present the negative & interrogative forms of the verb 'to be'

- Ss close their books. Say, then write on the board: *I'm a teacher. I'm not a pilot.* Underline the words *I'm not*.
- Elicit how the negative form of the verb 'to be' is formed (by adding *not* after *am*, *is*, *are*). Present all persons singular and plural in both contracted and full forms.

- Then write on the board: *Am I a teacher?* Underline *Am I*. Explain that we form the interrogative of the verb 'to be' by putting the verb 'to be' before the subject pronoun/noun.
- Answer the questions on the board: *Yes, I am*. Explain that this is the positive short answer. Explain that we form positive short answers with *yes*, the appropriate subject pronoun and the verb in the affirmative.
- Now write on the board: *Am I a pilot? No, I'm not*. Explain that we form a negative short answer with *no*, the appropriate personal pronoun and the verb in the negative.
- Ss open their books. Read through the table and check Ss understand it.

b) **Aim** To practise the negative form of the verb 'to be'

- Allow Ss time to complete task individually.
- Elicit Ss' answers and write them on the board.

Answer Key

2 aren't 4 'm not 6 'm not 8 aren't
3 isn't 5 aren't 7 isn't

4 **Aim** To practise the interrogative form of the verb 'to be' and short answers

- Allow Ss time to complete the task individually.
- Ss read the exchanges in open pairs. Check their answers.

Answer Key

1 isn't, 's 3 is, is 5 Are, 'm not, 'm
2 Are, aren't, 're 4 Is, isn't, 's

5 **Aim** To present subject pronouns, possessive adjectives and possessive pronouns

- Ss close their books. Point to yourself and say: *I*, then write it on the board. Point to a S and say: *you* and write it on the board. Point to a male S and say: *he* and write it on the board. Explain that *he* refers to a boy or a man. Continue with the rest of the subject pronouns.
- Hold up a pen and say: *This is my pen. It is mine*. Write it on the board and underline *my* and *mine*. Explain that *my* is a possessive adjective and *mine* is a possessive pronoun to show you own the pen.
- Walk up to a S and pick up their pencil and say: *This is your pencil. It is yours*. Write it on the board and underline the words *your* and *yours*. Present the rest of the possessive adjectives and possessive pronouns in this way. Point out that possessive adjectives go before a noun while possessive pronouns are used on their own.
- Ss open their books and read the table.
- Allow Ss time to do the task individually.

- Ask Ss to read out the sentences with the pronouns. Check around the class.
- As an extension, write on the board: *This is my notebook*.

Point to various Ss. Ss replace the word *my* with the appropriate possessive adjective.

e.g. T: (point to male S)

S1: *This is his notebook. It is his.*

T: (point to a female S)

S2: *This is her notebook. It is hers.*

Answer Key

1 She, Her, hers 3 He's, His 5 My, They
2 They, Their 4 We, Our, She, ours 6 His, his

Reading & Writing

6 **Aim** To consolidate grammar and language

- Ask Ss to read the dialogue for gist without choosing the correct word. Elicit what the dialogue is about (*two Ss talking about their nationality, favourite author and story*).
- Allow Ss two minutes to do the task.
- Ask different Ss to read the dialogue aloud with their answers and check.
- Elicit an answer to the question in rubric (*Who's Kate's favourite author?*)

Answer Key

1 your 5 England 9 are 13 his
2 my 6 My 10 is 14 a
3 a 7 Brazilian 11 It's
4 are 8 His 12 a

Katie's favourite author is Paulo Coelho.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

new (adj): being somewhere for the first time

here (adv): at this place

what (pron): used to ask questions about things

subject (n): a topic studied at school

literature (n): the study of important novels, plays & poetry

author (n): sb who writes books; writer

story (n): a telling of events

full of magic (phr): containing lots of mysterious/supernatural events

journey (n): a trip or expedition somewhere

dream (n): a goal in life; ambition

7 **Aim** To practise the interrogative form of the verb 'to be' and short answers and read for specific information

- Read the example and check that Ss understand the task.
- Allow Ss time to write the questions and short answers in their notebooks.

- Ask a few pairs to ask and answer their questions in front of the class and check.

Answer Key

- 2 Is John a student? Yes, he is.
- 3 Are John and Kate from the USA? No, they aren't. Kate is from New Zealand and John is from England.
- 4 Is Kate's favourite author Mark Twain? No, he isn't. Her favourite author is Paulo Coelho.
- 5 Are Coelho's stories full of magic? Yes, they are.

8 **Aim** To write a dialogue

- Explain the task and refer Ss to the dialogue in Ex. 6 as an example.
- Allow Ss time to complete their dialogues.
- In closed pairs, Ss act out their dialogues. Monitor the activity and assist if necessary.
- Ask a few pairs to act out their dialogue for the class.

Suggested Answer Key

Ben: Hi! My name is Ben Smith. I'm new at this school. What's your name?

Pauline: Hi Ben. I'm Pauline. I'm a student here, too.

Ben: Where are you from Pauline?

Pauline: I'm from France. What about you?

Ben: I'm Irish. Who's your favourite author, Pauline?

Pauline: My favourite author is J.R.R. Tolkien. His stories are full of magic.

Ben: What's your favourite story by Tolkien?

Pauline: My favourite one is The Hobbit.

Ben: Tolkien is a great author.

1c Culture Corner

1 **Aim** To present days of the week and the months

- Play the recording. Ss repeat the days of the week and the months individually and chorally. Check for correct pronunciation.
- Elicit answers to the questions in the rubric.

Answer Key

- Saturday and Sunday are at the weekend.
- January, March, May, July, August, October, and December have 31 days.
- April, June, September, and November have 30 days.
- February has 28 days. (Except in a leap year when it has 29.)

Reading & Listening

2 **Aim** To predict the content of the text

- Refer Ss to the picture of the British flag and elicit answers to the questions in the rubric.

- Play the recording. Ss listen and read the text.
- Check Ss' answers.

Answer Key

- The British flag is red, white and blue.
- It has got three crosses on it.
- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

symbol (n): a representation of sth

cross (n): a shape of a vertical line with a horizontal line across it

each (det): every one of a group of sth

nation (n): a group of people who live in the same area and share a government or language

except for (prep): apart from

every (det): (of a group) all the people or things

government building (n): a structure where the people who run a country, state, etc work

certain (det): particular

special (adj): different from the ordinary

holiday (n): a day off work for people to celebrate or remember an event

Commonwealth (n): an organisation made up of the UK and some countries that were once under its rule

on display (phr): on show

3 **Aim** To read for specific information

- Read the question in the rubric and ask Ss to read the text for the answers.
- Check Ss' answers.

Answer Key

The flag of the UK is on display on Commonwealth Day, the 2nd Monday in March; King Charles III's birthday, 14th November; Remembrance Sunday, the 2nd Sunday in November; the Prince of Wales' birthday, 21st June.

Writing

4 **Aim** To write a short text about the flag of your country

- Explain the task and allow Ss time to complete it. Alternatively, assign the task as HW.
- Ask Ss to read their texts to the class and check their answers.

Suggested Answer Key

The flag of Argentina has three stripes: light blue, white and light blue. It has also got a sun in the middle with a face on it. This is the Sun of May. The flag of Argentina is on display on buildings of every public institution. Flag Day in Argentina is on 20th June. The flag is on display on many houses on this day.

1d Everyday English

Listening & Reading

1 **Aim** To identify introductions

- Explain 'introducing' (to tell sb your/another's name so you can get to know each other)
- Play the recording. Ss listen and read the dialogues.
- Elicit which heading matches which dialogue and discuss.

Answer Key

Introducing yourself = dialogue A

Introducing others = dialogue B

2 **Aim** To identify greetings and say goodbye

- Play the recording. Ss listen and read the exchanges.
- Elicit which exchanges are greetings, which exchanges say goodbye and which exchange matches the picture.

Answer Key

dialogue 1 = saying goodbye

dialogue 2 = greeting

dialogue 3 = greeting

dialogue 4 = saying goodbye

Dialogue 2 matches the picture.

Speaking

3 **Aim** To present situational language and role-play

- Read the **Study Skills** box and read a line from one of the dialogues in Ex. 1 to demonstrate appropriate gestures and intonation.
- Read the useful language table with Ss and check that they understand the phrases.
- In closed pairs, Ss role-play the three different situations using language from the useful language table.
- Monitor pairs and assist if necessary.
- Ask a few pairs to role-play the different situations in front of the class.

Suggested Answer Key

Dialogue 1

A: Hi Alex. How are you?

B: Hi Katie. I'm OK. How are you?

A: I'm great. Thanks.

Dialogue 2

A: Hello! I'm Stacy.

B: Oh hi. I'm Sally, nice to meet you.

A: Nice to meet you, too. This is my friend, Darren.

C: Hi, how's it going?

B: Great. How are you?

C: Not bad. Thanks.

Dialogue 3

A: See you, Carl.

B: Bye. See you tomorrow.

Pronunciation

4 **Aim** To present and practise /θ/, /ð/

- Model the sound for each symbol.
- Play the recording. Ss listen and mark the correct sound in the table.
- Play the recording again with pauses for Ss to repeat chorally and individually.

Suggested Answer Key

	/θ/	/ð/		/θ/	/ð/
the		✓	mother		✓
this		✓	eighth	✓	
thanks	✓		tenth	✓	

1e Appearance

Vocabulary

1 a) **Aim** To present vocabulary for physical appearance

- Ask Ss to look at the pictures and read through the vocabulary.
- Play the recording. Ss listen and repeat. Check Ss' pronunciation and intonation.
- Ask Ss to look at the words for parts of the face again. In closed pairs, one S points to his face and their partner says the part of the face.

(Ss' own answers)

b) **Aim** To practise vocabulary for weight and height

- Ask Ss to look at the drawings about weight and height. Read through the vocabulary.
- Mime being very tall and elicit the answer from the class.
- Ask Ss to mime different heights and weights for the class and Ss guess the correct word.

(Ss' own answers)

Grammar

2 a) **Aim** To present 'have got'

- Ss close their books. Point to your eyes and say: I have got blue eyes. Then write it on the board.
- Give examples in all persons.

- Point to your hair and say: *I have got brown hair. I haven't got fair hair.* Write the negative form on the board and underline *haven't got*. Give examples in all persons.
- Point to a S and say: *Has Don got curly hair? Yes, he has.* Write this on the board. Underline: *Has Don got* and *he has*. Then say: *Has Don got straight hair? No, he hasn't.* Underline: *he hasn't*. Explain that the question form of the verb 'have' is formed with *have/has + noun/ pronoun + got*. Also explain that short answers are formed with *Yes/No + pronoun + have/has/haven't/ hasn't*.
- Ss open their books and read through the grammar table.

b) **Aim** To practise 'have got'

- Allow Ss time to complete task individually.
- Ask Ss to read out their answers and check.

Answer Key

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

c) **Aim** To practise the interrogative form of 'have got'

- Allow Ss time to complete the questions.
- Ss ask and answer the questions in closed pairs.
- Ask a few pairs to ask and answer the questions in front of the class and check.

Answer Key

- | | |
|-----------------------|---------------------------|
| 2 Have, they haven't. | 5 Has, No, he hasn't. |
| 3 Has, No, he hasn't. | 6 Have, No, they haven't. |
| 4 Has, No, he hasn't. | |

Reading

3 **Aim** To predict the content of a text

- Refer Ss to the pictures in the text.
- Elicit what, if anything, Ss know about these people.
- Play the recording. Ss listen and read the text to find out about them.

Suggested Answer Key

They are people from different cultures around the world. They have got unusual appearances. The man is very tall. The woman has got a long neck. The woman and child are very short. The old woman has got long ears.

4 a) **Aim** To read for specific information

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

tribe (n): a group of people of the same race, customs and culture

leg (n): a limb of the lower body that people and animals use for standing and walking

famous (for) (adj): known for sth in particular

ring (n): a circular band

around (prep): on all sides

sign (n): a representation of sth; a symbol

wealth (n): a large amount of money, property or other valuable things

beauty (n): a nice-looking personal appearance; attractiveness

skin (n): the natural covering of the body

hole (n): a gap or opening in or through sth

heavy earrings (pl n): jewellery worn in/on the ears that weigh a lot

make (v): to change sth or sb

beautiful (adj): pretty in appearance

- Explain the task and explain the meanings of the adjectives in the list.
- Ss read the text again and complete the task.
- Ss read their answers aloud and check.

Answer Key

- | | |
|----------------------|---------|
| 1 tall, short, curly | 3 long |
| 2 dark | 4 heavy |

b) **Aim** To practise describing appearance

- Ask various Ss around the class to choose one of the people from the pictures in the text and describe him/her using the vocabulary they have learnt.
- Point out that a description of a person usually starts with general features (*such as size, height and/or age*) and then moves on to more specific details (*e.g. hair, eye colour and unusual/special features*).

Suggested Answer Key

The Maasai Man

He is very tall and slim with long legs. He is in his early twenties. He has got short black curly hair.

The Karen Woman

She is middle-aged with dark hair and brown eyes. She has got a long neck with many rings around it.

The Pygmy Woman

She is young and slim. Her skin is dark. She has got a baby in her arms. She has got short dark hair.

The Dayak Woman

She is old. She has got short dark hair and thin lips. Her ears are very long. She has got holes with heavy earrings in them.

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

- Ask Ss to close their books and think of one thing they can remember about each tribe.
- As an example, pick a tribe in the text and say something about them and then compare the person with yourself (*e.g. The Maasai man is tall with dark skin and dark hair. I am short with fair skin and fair hair. etc*)

- Ask various Ss to share their answers with the class.

Suggested Answer Key

The Dayak women have got very long ears with holes in them. I haven't got very long ears with holes in them.

The men of the Maasai tribe are very tall. I'm not very tall. etc

Listening & Speaking

6 a) **Aim** To listen for specific information

- Play the recording. Ss complete the task individually.
- Elicit answers from the class.
- Play the recording again and Ss check their answers.

Answer Key

1 Chris 2 Sally 3 Mary 4 Jim

b) **Aim** To describe a person's appearance

Ask various Ss around the classroom to describe one of the people in the pictures from Ex. 6a.

Suggested Answer Key

Mary is young. She is slim with long brown straight hair. She has got brown eyes and full lips. etc

Writing

7 **Aim** To write about your physical appearance

- Allow Ss three minutes to write about their physical appearance.
- Ask various Ss to read their descriptions to the class.

Suggested Answer Key

I am of medium height and well-built. I have got short brown wavy hair. My eyes are brown. I have got thin lips and small ears.

1f Games & Leisure

Vocabulary

1 a) **Aim** To present vocabulary for sports

- Ask Ss to look at the pictures and read through the vocabulary.
- Play the recording. Ss listen and repeat. Check Ss' pronunciation and intonation.
- Elicit answers to the question in the rubric.

(Ss' own answers)

b) **Aim** To expand the topic

- Ask Ss to decide with a partner which are team sports.
- Ask various Ss to name their favourite sport from the ones listed.

Answer Key

Team sports: football, cricket, hockey, basketball

Suggested Answer Key

My favourite sport is cycling.

Reading

2 a) **Aim** To predict the content of the text and to read for specific information

- Elicit answers to the questions in the rubric.
- Play the recording. Ss listen and read the text to check.

Suggested Answer Key

A – Lionel Messi is from Argentina. He is a footballer.

B – Maria Sharapova is from Russia. She is a tennis player.

C – Usain Bolt is from Jamaica. He is a sprinter.

b) **Aim** To read for specific information

- Explain/Elicit the meanings of the words in the **Check these words** box.

Suggested Answer Key

fast (adj): able to move quickly

athlete (n): sb who takes part in sports competitions

Olympic silver medal (n): the prize for being second in each event of the Olympic Games

winner (n): the person that does better than anyone else in a competition, race etc

title (n): the position of being the winner of a sports competition

female (adj): relating to a woman or girl

Olympic gold medal (n): the prize for the best athlete of each event of the Olympic Games

championship (n): a competition to find the best player/team in a sport

sprinter (n): sb who runs very fast over a short distance in a race

world record (n): (of a sports competition etc) the best result ever achieved all over the world

- Ss read the text again and do the task.
- Check Ss' answers around the class.

Answer Key

2 *Lionel Messi isn't taller than most footballers. He is shorter.*

3 *Maria Sharapova isn't 1.69 m tall. She is 1.88 m tall.*

4 *Maria Sharapova hasn't got three Olympic silver medals. She's got one.*

- 5 *Usain Bolt isn't British. He's Jamaican.*
 6 *Usain Bolt hasn't got four Olympic gold medals. He's got six.*

c) **Aim** To consolidate information in a text

- Give Ss time to find facts from the text with a partner.
- Elicit answers from various Ss.

Suggested Answer Key

Lionel Messi's birthday is on 24th June.

He is 1.69 m tall.

Maria Sharapova's birthday is on 19th April. She is Russian.

Usain Bolt's birthday is on 21st August. He's got more world records than any other sprinter.

Grammar

3 **Aim** To present the comparative/superlative of adjectives

- Show Ss two objects of varying weight.
- Tell them that one is heavier than the other one, using miming to express what *heavier* means.
- Hold up two different objects. Ask Ss which object is heavier, letting different Ss weigh the objects in their hands. Elicit "The (pencil, book, etc.) is heavier." Write *heavy* – *heavier* on the board. Tell Ss that the second form is used to compare two objects.
- Introduce a third object and ask Ss which is the heaviest object. Ask them which is the lightest. Write – *the heaviest* on the board next to the other forms. Explain that this form is used to show that something has more of a quality than any others in a group.
- Direct Ss' attention to the table in Ex. 3.
- Read through the table aloud. Ss follow along in their books.
- Have Ss complete the task and check answers.

Answer Key

shorter, faster, the most famous, the best, the most successful, more

4 **Aim** To practise the comparative form

- Give Ss time to complete the task reminding them that they are only to use the comparative form.
- Check Ss' answers around the room.

Answer Key

- | | | |
|---------------|------------------|------------------|
| 1 darker | 4 more difficult | 7 more beautiful |
| 2 plumper | 5 easier | 8 better |
| 3 more famous | 6 fatter | 9 hotter |

5 **Aim** To practise the comparative form

- Have Ss read the fact files.
- Allow Ss enough time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 younger 2 heavier 3 taller 4 shorter

6 **Aim** To practise the superlative form

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

Answer Key

- | | |
|------------------------|------------------------|
| 1 (the) darkest | 5 (the) easiest |
| 2 (the) plumpest | 6 (the) fattest |
| 3 (the) most famous | 7 (the) most beautiful |
| 4 (the) most difficult | 8 (the) best |

7 **Aim** To practise the superlative form

- Allow Ss enough time to complete the task.
- Check Ss' answers around the class.

Answer Key

- | | |
|--------------------|-----------------------|
| 1 the most popular | 4 the oldest |
| 2 fastest | 5 the most successful |
| 3 The longest | 6 The highest |

8 **Aim** To practise the comparative and superlative form

- Explain the task to Ss telling them that they must decide between using the superlative or the comparative forms.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- | | | |
|------------------|-----------|----------|
| 1 more difficult | 3 better | 5 longer |
| 2 the biggest | 4 shorter | 6 faster |

Speaking & Writing

9 **Aim** To personalise the topic

- Have Ss choose three people they know and compare them, as in the example.
- Check answers from various Ss around the class.
- Alternatively, assign the task as HW and check answers in the next lesson.

Suggested Answer Key

Olga's hair is longer than Marta's. Irina's hair is the longest of all.

Jane is younger than Oksana. Irina is the youngest of all.

Ivan is older than Alexei. Yuri is the oldest of all.

Maksim is thinner than Sergei. Erik is the thinnest of all.

1g Skills

Vocabulary & Grammar

1 a) **Aim** To talk about abilities

- Refer Ss to the pictures.

Module 1

- Play the recording. Ss listen and repeat chorally and individually. Check Ss' pronunciation and intonation.
- Elicit from Ss what *can* means (*have the ability to do something*).

b) **Aim** To listen for specific information

- Play the recording. Ss listen and complete the task individually.
- Check Ss' answers.

Answer Key

Paul can swim, dive, dance and play the guitar. Paul can't cook or sing.

2 **Aim** To present and practise the verb 'can'

- Ss close their books. Jump up and down and say: *I can jump*. Write it on the board and underline *can* and explain that the word shows that you are able to do something. Say, then write on the board: *I can't fly*. Underline the word *can't* and explain that it means that you are unable to fly.
- Ss open their books and read the table. Point out that *can/can't* has the same form in all persons.
- Read out the example exchange. Ss ask and answer about their abilities in closed pairs.
- Tell Ss to use the abilities (A-I) in Ex. 1a. Ask a few pairs to ask and answer in front of the class.

Suggested Answer Key

A: Can you dance?

B: Yes, I can. Can you play the guitar?

A: No, I can't. Can you sing?

B: Yes, I can. etc

3 **Aim** To present *wh-* question words

- Ask Ss to read the table, then write the question words on the board.
- Give more examples and elicit the use of each one.
e.g. *Who is that woman? She's Mrs Cole. (used to ask about a person)*
What is it? It's a hat. (used to ask about something we don't know)
Where is my book? Here it is. (used to ask about place)
How old are you? I'm 15 years old. (used to ask about age)
Which is your schoolbag? The purple one. (used to ask about two or more possibilities)
- Allow Ss time to complete the task then check Ss' answers.

Answer Key

- | | | |
|---------|-----------|---------|
| 1 Where | 3 How old | 5 Which |
| 2 What | 4 Who | |

4 a) **Aim** To present intonation in questions

- Read out the theory in the book.
- Play the recording and ask Ss to listen for the changes in intonation in the questions.

b) **Aim** To practise intonation in questions

- Play the recording. Ss repeat the questions chorally and individually.
- Check for correct intonation.

Listening & Speaking

5 **Aim** To listen for specific information

- Read the **Study Skills** box with Ss.
- Elicit what kind of information is missing in the gaps (1-5). (1: a surname, 2: a nationality, 3: a number, 4: a number and a street name, 5: numbers)
- Play the recording. Ss complete the task individually.
- Check Ss' answers on the board.
- In closed pairs, Ss role-play a similar dialogue. Monitor the activity, paying attention to the intonation in their questions.
- Ask a few pairs to act out their dialogue in front of the class. Help Ss write these questions on the board: *Can I help you? What is your first name? What's your last name? Are you single or married? What nationality are you? How old are you? What is your address? What's your telephone number?*

Answer Key

1 **Surname:** Samuels

2 **Nationality:** American

3 **Age:** 19

4 **Address:** 1515 Primrose Street, Portland

5 **Telephone number:** 503 153 5482

Suggested Answer Key

A: Good morning. Can I help you?

B: Hi. Yes I'm here to join the music club.

A: Great. Let me take your details. What is your first name?

B: Theresa.

A: Nice to meet you, Theresa. What's your surname?

B: Santos. That's S-A-N-T-O-S.

A: Thank you. Are you single or married?

B: Single.

A: OK. What's your nationality?

B: I'm Chilean.

A: Chilean ... OK ... and how old are you, Theresa?

B: I'm 17.

A: And what's your address?

B: 1325 Blackwell Street, Miami. That's 1325 Blackwell B-L-A-C-K-W-E-double L Street.

A: And finally what's your telephone number?

B: It's 555 349 4367. That's 555 349 4367.

A: Thanks, Theresa. The first meeting is Tuesday evening. See you there.

1h Writing

Reading

1 **Aim** To learn when to use capital letters

- Read the **Writing Tip** box with Ss.
- Ask Ss to read the email and find examples of capital letters. Check Ss' answers.

Answer Key

Georgy: name

I'm: personal pronoun I

Moscow: city

Russia: country

English: language

Lionel Messi: name/surname

2 **Aim** To read for specific information

- Ask Ss to read the email again.
- Elicit answers to the questions in the rubric and check.

Answer Key

Georgy is from Russia. His favourite sports are football and swimming.

3 **Aim** To practise using capital letters

- Give Ss time to complete task.
- Ask different Ss to write the sentences on the board and check.

Answer Key

1 Vera is from Moscow, Russia.

2 Their favourite actress is Nicole Kidman. She's Australian.

3 His favourite day is Sunday.

4 Moscow is on the Moskva River.

4 **Aim** To practise answering personal questions

- Ask Ss to write out the answers.
- Ss ask and answer the questions in closed pairs.
- Monitor the activity and assist if necessary.
- Ask a pair of Ss to ask and answer the questions in front of the class.

Suggested Answer Key

1 Katy Matthews

2 The USA

3 17

4 I can ride a bike and swim.

5 I'm good at football.

6 Football and tennis.

7 My favourite singer is Alicia Keys. My favourite actor is Antonio Banderas.

5 **Aim** To practise word order in sentences

- Read the **Study Skills** box with Ss and check Ss understand the grammar terms (e.g. *subject = the person/thing that performs the action of the verb; verb = a word that describes an action; auxiliary verb = a verb that gives grammatical information but is not the main verb*).
- Allow Ss time to complete the task.
- Point out that questions have question marks at the end.
- Elicit Ss' answers in class and check.

Answer Key

1 Where are they from?

2 He isn't good at Art.

3 Is her name Sandra?

4 My favourite singer is Beyoncé.

5 Are you Italian?

6 Is History her favourite subject?

7 He can swim well.

Writing

6 **Aim** To write an informal email about yourself

- Read through the email plan with Ss. Also refer them to model email in Ex. 1, as an example.
- Allow Ss time to write their emails. Alternatively, assign the task as HW.
- Ask Ss to read their emails in class and check.

Suggested Answer Key

Hi! My name's Alexei Bobrov. I'm from Moscow, Russia. I'm 17 years old and I'm a student in grade 11.

I'm good at sports. I can play football and tennis well. My favourite sports are tennis and football. My favourite tennis player is Roger Federer. He's great!

What about you? Where are you from? What are your favourite sports? Please write soon.

Alexei

1i Curricular: Geography

Reading & Listening

1 **Aim** To present world landmarks

- Elicit/Explain what world landmarks are (*famous buildings or structures in the world*).
- Explain/Elicit the meanings of any unknown words, then allow Ss time to complete the quiz.

BACKGROUND INFORMATION

Giza, Egypt is a large city on the west bank of the River Nile and it is home to impressive monuments and statues from the ancient world. The Great Sphinx, the Great Pyramid and many other temples and pyramids are here. Millions of tourists visit it every year.

Tripoli, Libya is the largest city, seaport and capital of the country. The name means 'three cities' and the city dates back to the 7th century BC. It has many historic landmarks including the old walled city called the 'medina'.

Beijing, China is the capital city of the country. It is also called Peking. It is a very ancient city and dates back to prehistoric times. There are many temples and palaces there including the famous imperial palace known as the Forbidden City.

Spain is a country in southwestern Europe. 45 million people live there and the capital city is Madrid. The people speak Spanish and they have a king and a prime minister.

Turkey is a country in western Asia and southeastern Europe. 72 million people live there and the capital city is Ankara. The people speak Turkish and they have a president and a prime minister.

Italy is a country in southern Europe. 60 million people live there and the capital city is Rome. The people speak Italian and they have a president and a prime minister.

Mexico is a country in North America. 111 million people live there and the capital city is Mexico City. The people speak Spanish and they have a president.

Colombia is a country in South America. 45 million people live there and the capital city is Bogotá. The people speak Spanish and they have a president.

Ecuador is a country in South America. 13 million people live there and the capital city is Quito. The people speak Spanish and they have a president.

Washington, D.C., USA is the capital city of the United States. It is a political and business centre and there are many famous buildings there such as the White House and the Washington Monument.

Toronto, Canada is the largest city in the country but not the capital. It is a top financial and business centre and is home to the famous CN Tower.

Santiago, Chile is the largest city as well as the capital city. It is one of South America's most modern cities with many famous buildings, such as the Entel Tower and Titanium La Portada, the tallest building in South America.

Agra, India is a large city in the province of Uttar Pradesh. It is a major tourist destination and has beautiful ancient buildings including the Taj Mahal and the Agra Fort which are also World Heritage Sites.

Dubai, United Arab Emirates is a large city and modern business centre. It is also a major tourist destination and has beautiful modern buildings including the Deira Clock Tower and the Etisalat Tower 2.

Sydney, Australia is the largest city in the country but not the capital. It is a top financial and business centre and is home to the famous Sydney Opera House.

Bangkok, Thailand is the capital city of the country. It is a top tourist destination and has many cultural landmarks, including the Grand Palace and many temples, like the Temple of the Emerald Buddha.

Kuala Lumpur, Malaysia is the capital and largest city of the country. It is a popular host for international sporting events and is home to the famous Petronas Twin Towers.

2 **Aim** To listen for confirmation

- Play the recording. Ss listen and check their answers.
- Ask Ss to write out the answers in sentences and check.

Answer Key

1 A 2 C 3 A 4 B 5 A 6 B

The Great Sphinx is in Giza, Egypt.

The Leaning Tower of Pisa is in Italy.

The Sun Pyramid of Teotihuacán is in Mexico.

The CN Tower is in Toronto, Canada.

The Taj Mahal is in Agra, India.

The Emerald Buddha is in Bangkok, Thailand.

Writing

3 **Aim** Write a quiz

- Ask Ss to work in groups and collect information from the Internet using the key words or from their school textbooks, encyclopaedias or other reference books.
- Allow Ss time to collect their information and write their quizzes. Alternatively, assign the task as HW.
- Ask Ss to swap their quizzes with another group and try to complete it.

Suggested Answer Key

1 *Machu Picchu is in*

A Peru. B Portugal. C Mexico.

2 *The Eiffel Tower is in*

A London. B Paris. C Rome.

- 3 St Mark's Square is in
A Italy. B America. C Canada.
- 4 The Chrysler Building is in
A Chicago. B San Francisco. C New York City.
- 5 The Pentagon is in
A Virginia. B Washington. C Texas.

Answers:

- 1 A 2 B 3 A 4 C 5 A

Language Review 1

- 1 1 good 4 firefighter 7 crosses 10 landmark
2 favourite 5 dream 8 capital
3 wavy 6 riding 9 tribe
- 2 age: middle-aged, old, young
weight: fat, plump, thin, slim
hair: fair, straight, curly, long, wavy, short
height: tall, short, of medium height
- 3 1 Russian 3 Polish 5 Irish
2 Spanish 4 French 6 German
- 4 2 fat/plump girl 5 fair hair 8 short hair
3 small eyes 6 thin lips
4 wavy/curly hair 7 small nose
- 5 1 'm 4 is 7 is 10 him
2 British 5 English 8 three
3 My 6 He 9 his

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team take turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

The Williams sisters are **famous** for their success as tennis players.
How **old** are you?
She is very **slim**.
The Pygmies have **dark skin**.
The Taj Mahal is a **famous landmark** in India.
What is your **favourite sport**?
My best friend is **good at** Maths.
I **have a dream** of becoming a famous singer.
I haven't got **short curly hair**.

She's very tall with **long legs**.

Gold rings on a woman's neck are a sign of **wealth and beauty** in a tribe in Thailand.

The Dayak women have **heavy earrings** in their ears.

The Maasai is a **tribe** in Africa.

My favourite **school subject** is Music.

Quiz

Answer Key

- 1 F (He is a football player.)
2 F (They are very tall.)
3 F (She is a tennis player.)
4 T
5 F (They have got long necks.)
6 F (They are from Africa.)
7 T
8 F (It is in India.)

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 Usain Bolt is a tennis player. (F He is a sprinter.)
2 Remembrance Sunday is the second Sunday in November. (T)
3 The Leaning Tower of Pisa is in Australia. (F It is in Italy.)
4 There are two crosses on the flag of the UK. (F There are three.)
5 April has 30 days. (T)
6 The Emerald Buddha is in Bangkok, Thailand. (T)
7 The CN Tower is in Santiago, Chile. (F It is in Toronto, Canada.)
8 The Maasai have long legs. (T)

Skills 1

Reading

- 1 a) **Aim** To read for gist and to learn to read for specific information

- Have Ss read through the rubric and answer the question.
- Direct Ss' attention to the **Study skills** box and read through it aloud as Ss follow.
- Give Ss a few minutes to scan the text quickly.
- Ask Ss to look at the underlined words in sentence (1) and the text and answer the question.

Module 1

Answer Key

1 F (They happen every four years.)

b) **Aim** To read for specific information

- Ask Ss to find the key words in sentences 1-6, then do the task.
- Check answers around the class.

Suggested Answer Key

Key words:

- 1 Summer Olympics, happen, every two years
- 2 Summer Olympics, Winter Olympics, take place, same city
- 3 Boxing, one of the first, Olympic sports
- 4 Usain Bolt, gold medals, Paralympics
- 5 Winter Olympics, more sports than, Summer Olympics
- 6 Russia, has, very good, ice hockey players

Answer Key

1 F 2 F 3 T 4 F 5 F 6 T

2 **Aim** To read for specific information

- Explain the task to Ss and do the first exercise as a class if necessary.
- Give Ss time to complete the task.
- Have Ss check answers with their partner.

Answer Key

- 1 The Olympic Games 4 Usain Bolt
- 2 Jessica Long 5 Ice hockey
- 3 Boxing and running

3 **Aim** To personalise the topic

- Have Ss answer the questions with a partner.
- Ask various Ss to tell the class about his/her partner's favourite athlete.

Suggested Answer Key

- 1 My favourite athlete is Britta Steffen. I admire her because she is a very fast swimmer. She holds the world record for the women's 100 metres freestyle.
- 2 She is special to me because I am a swimmer too. Also, I usually swim freestyle in competitions and I look up to Britta Steffen.

Speaking

4 a) **Aim** To stimulate interest in and personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class.

Suggested Answer Key

My favourite hobby is painting. It's my favourite hobby because it's creative and relaxing.

b) **Aim** To listen for specific information

- Explain the task.
- Ss listen and tick the boxes.
- Check answers around the class.

Answer Key

	Anna	Sam
full sentences	✓	✓
appropriate stress	X	✓
appropriate intonation	✓	✓
correct pronunciation	X	✓

c) **Aim** To practise asking/answering basic questions

- Have Ss get up and move around the class, asking and answering questions with different classmates. Play music to encourage Ss to speak more loudly and more confidently.
- Ss go back to their seats. Check answers by asking the questions about various Ss and letting the class answer.

Suggested Answer Key

- 1 My name is Kivanç Özçivit.
- 2 I'm from Istanbul, Turkey.
- 3 I'm 17 years old.
- 4 My favourite sport is hockey because it's exciting.
- 5 My favourite school subject is Maths because I love to solve problems.
- 6 I can speak Turkish, German and English.

Listening

5 a) **Aim** To read for specific information

- Go through the **Study Skills** box with Ss.
- Allow Ss enough time to read the rubric.
- Elicit answers to the question in the rubric.

Answer Key

They will talk about sports and hobbies.

b) **Aim** To listen and read for specific information

- Play the recording for the first speaker.
- Give Ss time to decide which sentence it matches.
- Have Ss find words that appear both in the text and in the questions from Ex. 5a.
- Check Ss' answers on the board.

Answer Key

It matches sentence 1.

He uses the words: basketball, football and cricket.

c) **Aim** To listen for specific information

- Give Ss time to read through the questions in Ex. 5a. Have Ss underline key words that they will be listening for.
- Play the recording.
- Give Ss time to answer the questions and then check answers around the classroom.

Answer Key

1 A 2 - 3 B 4 D 5 C

Writing6 a) **Aim** To practise reading instructions carefully

- Have Ss read the instructions.
- Have Ss reread only the bold words in the instructions.
- Give Ss time to answer questions (1-2).
- Ss check their answers with a partner.

Answer Key

- 1 My English pen friend.
- 2 I should include the name and nationality of my favourite athlete. I should also include what sport he/she does and how he/she looks. I should also ask my pen friend about his/her favourite sport.

b) **Aim** To write an informal letter

- Have Ss read through the **Writing Tip** box.
- Give Ss time to write letters following the plan.
- Alternatively, assign the letter as HW.
- Have Ss proofread their partner's letter before handing it in.

Suggested Answer Key

Dear Marta,
Hi! How are you? Thanks for your letter. To answer your question, my favourite athlete is Usain Bolt. He's Jamaican and he is a sprinter. Usain is very tall (almost 2 metres!) and has got dark hair and brown eyes. He's a very friendly person with a great sense of humour. My favourite athlete is a sprinter but my favourite sport is football. I'm really good at it. What about you? What's your favourite sport?
Please write back soon,
Helena

Russia

1

Reading & Listening1 **Aim** To read and listen for specific information

Have Ss look at the pictures and elicit what they know of the sport.

(Ss' own answers)

2 **Aim** To read for specific information

- Have Ss read the text.
- Allow time to complete the sentences.

Answer Key

1 folk sport 3 any flat surface
2 names 4 bat ... wooden pins

- Elicit/Explain the meanings of the words in the **Check these words** box.

Suggested Answer Key

ancient (adj): very old

form (n): type

basic idea (phr): general impression

flat surface (n): even area

grass lawn (n): an area covered in a thin green leaved plant that is cut short and even (usu. in a garden or a park)

town square (n): a flat open space in the middle of a town in the shape of a square (usu. for public events)

equipment (n): things used for a particular purpose

bat (n): a special piece of wood for hitting a ball in sports

wooden pin (n): a wooden object like a skittle

rule (n): an instruction that says what is allowed/not allowed

objective (n): aim, goal

knock (v): to hit sth

throw (v): to move your hand quickly and let go of an object so it moves through the air

winner (n): the person who wins a competition

standing (pp): in an upright position

3 **Aim** To practise using phrases

- Direct Ss' attention to the passage.
- Check answers around the classroom.

Answer Key

1 wooden 3 flat 5 grass
2 town 4 folk

Speaking & Writing4 **Aim** To check for comprehension

- Ask Ss to complete the table.
- Have Ss present their findings to the class.

Answer Key

Name of sport	Gorodki
Place	Russia
Equipment	Bat, wooden pins
Objective	Knock down the pins

5 **Aim** To personalise the topic

- Give Ss time to research their own sport.
- Present their findings.

(Ss' own answers)