

Module 3

Day after day

Topic

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

Modular page

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Lesson objectives: To give an overview of the module, to talk about free-time activities

Vocabulary: Free-time activities (*playing board games, watching DVDs, sending text messages, snowboarding, going to the library, listening to music, rollerblading, surfing the Net, going to the pool, hanging out with friends, reading books*)

3a Daily routines

44-45

Lesson objectives: To read for specific information, to learn the simple present affirmative, to pronounce /s/, /z/, /ɪz/, to write about your daily routine.

Vocabulary: Daily routine (*get up, have a shower, have breakfast, go to school, have lessons, do sport, have dinner, do my homework, walk the dog, watch a DVD, brush my teeth, go to bed*); Verbs (*milk, bite, catch, make, die*); Nouns (*cow, goat, snake farm, hand, arm, type, enclosure, laboratory, venom, teeth, team, medicine, antivenin, puppy*); Adjectives (*dangerous, poisonous*); Adverb (*early*)

3b Work days

46-47

Lesson objectives: To read for specific information, to learn the present simple (negative/questions), to listen for specific information, to learn prepositions of time, to learn adverbs of frequency, to write about what you do at weekends

Vocabulary: Verbs (*hide, return, share*); Nouns (*office work, outdoors, wildlife photographer, dawn, jungle*); Phrases (*get ready, work shifts, keep still, wait for a chance, beauty of nature*); Adverbs (*outdoors*)

3c Culture Corner

48

Lesson objectives: To read for specific information, to summarise a text, to talk about school life in your country

Vocabulary: Verbs (*attend, compete with, complete*); Phrasal verb (*catch up with*); Nouns (*GCSEs, qualifications, school uniform, choir, instrument, orchestra, experience*); Adjective (*interesting*); Phrases (*make friends, last a lifetime, further studies, after school activities, musical events*)

3d Everyday English

49

Lesson objectives: Asking/telling the time, making arrangements, to pronounce /d/, /ð/

Vocabulary: Making arrangements (*Do you want to ... ? That sounds good. What time do you want to meet? What time is it now? Is 6:30 OK for you? Let's meet (at the tennis courts) at 7:30. OK, see you there.*)

3e True Friends

50-51

Lesson objectives: To read for specific information, to write an email about Giraffe Manor

Vocabulary: Animals (*iguana, bear, giraffe, cat, monkey, parrot, elephant, horse, ant, hamster, goldfish, eagle, snake, duck, dolphin*); Verb (*stare*); Nouns (*leaves, twigs, slice, personality, leader, treat, guests, hug, conservation project, acre, estate, owner, staff*); Adjectives (*normal, playful, typical, rare, exotic, gentle*); Phrases (*in the wild, do their best, feel welcome*)

3f An amazing school

52-53

Lesson objectives: To read/listen for specific information, to learn *have to/don't have to*, to learn *should/shouldn't*, to learn how to use adverbs and adjectives

Vocabulary: School rules (*switch off your MP3 player, be on time, wear a school uniform, bring a packed lunch, take part in sports*); Nouns (*trapeze, circus skills, acrobatics, tightrope walking, performance, course, performer*); Verbs (*juggle, exist*); Phrase (*unique experience*)

3g Skills

54

Lesson objectives: to learn *'s genitive/whose*, to listen for specific information, to describe people in your family

Vocabulary: Family members (*father, dad, mother, mum, son, daughter, husband, wife, brother, sister, uncle, aunt, grandson, granddaughter, cousin, grandfather, grandad, grandmother, grandma, nephew, niece*)

3h Writing

55

Lesson objectives: To learn linking words, to write an email giving news

3i Curricular: Science

56

Lesson objectives: To listen for specific information, to research and write a quiz about animals

Vocabulary: Reptiles (*alligator, snake, lizard, iguana, turtle, Komodo dragon*); Verb (*exist*); Nouns (*reptile, tortoise, backbone, meat, vegetables*); Adjectives (*poisonous, cold, dry, hot*); Phrase (*warm blood*)

Language Review 3

57

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

Skills 3

58-59

Russia 3

60

Lesson objectives: To read for specific information, to talk about the brown bear, to give a presentation on two animals

Vocabulary: Verb (*grow*); Nouns (*mountains, forests, fur, paws, claws, berries, nuts, roots, grasses, insects, fish, fairytales, cartoons*); Adjective (*common*); Phrases (*special place, in the hearts of, national symbol*)

►► What's in this module?

Read the title of the module *Day after day* and ask Ss to suggest what they think it means (*daily routines*). Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary

1 **Aim** To present free-time activities

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

2 **Aim** To practise new vocabulary

- Refer Ss to the pictures and elicit what they see.
- Elicit the meaning of 'like' (*to enjoy/make you happy*).
- Read out the example sentence.
- Elicit answers from Ss and write them on the board.

Answer Key

B Mary and Adam like playing board games.

C John and Becky like watching DVDs.

D Sam likes reading books.

OVER TO YOU!

Aim To personalise the topic

- Elicit from Ss which activities they like to do and don't like to do from the list, then give Ss time to complete the sentences.
- Ask Ss to read their sentences to the class and check.

Suggested Answer Key

I like listening to music and hanging out with (my) friends.

I don't like rollerblading or playing board games.

3a Daily routines

Vocabulary

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

- Explain the task. Ask Ss to read through the list of verbs and look at the pictures of daily routine activities and fill in the gaps with the verbs.
- Play the recording. Ss listen, check and repeat, chorally or individually. Check Ss' pronunciation and intonation.

Answer Key

1 get	4 walk	7 have	10 watch
2 have	5 have	8 do	11 brush
3 have	6 do	9 walk	12 go

b) **Aim** To personalise the topic and practise new vocabulary

- Explain the times of day and complete the example (e.g. *In the morning I get up, I have a shower and then I have breakfast*).
- Elicit a variety of answers from various Ss around the class.

Suggested Answer Key

In the morning I get up, have a shower, have breakfast and walk to school. In the afternoon, I do my homework. In the evening, I have dinner, watch a DVD, and walk the dog. Then, I brush my teeth and go to bed.

Reading

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

- Play the recording. Ss listen and follow the text in their books and answer the questions in the rubric. Check Ss' answers.

Suggested Answer Key

Bill 'milks' snakes to collect their venom. His job is very dangerous because the snakes can bite him.

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

Suggested Answer Key

milk (v): to get milk from an animal
cow (n): farm animal that produces milk
goat (n): small farm/wild animal with horns
snake farm (n): a place that raises long thin reptiles with no legs to sell them or their products
dangerous (adj): likely to hurt you
bite (v): to use teeth to injure you
hand (n): the part of the body at the end of the arm with four fingers and a thumb

arm (n): the part of the body attached to the shoulders with the hand on the end

early (adv): before the usual time that sth happens

catch (v): to capture; to get a hold of

type (n): a group of sth with similar qualities/features

poisonous (adj): very harmful if it gets in your body

enclosure (n): an area of land surrounded by a fence

laboratory (n): a place where research and experiments take place

venom (n): the poison from an animal's bite or sting

teeth (n): hard white objects in your mouth for biting and chewing

team (n): a group of people who work together

make (v): create

medicine (n): a substance used to cure an illness

antivenin (n): a substance that can cure/protect against venomous bites or stings

die (v): to stop living

puppy (n): a young dog

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

- Allow Ss some time to read the text again and answer the questions.
- Check Ss' answers.

Answer Key

- 1 a snake farm
- 2 gets up early and walks to the farm
- 3 catches different types of poisonous snakes and milks them to collect their venom to make antivenin
- 4 without antivenin, people that poisonous snakes bite can die

BACKGROUND INFORMATION

Snakebites and antivenin

Over 500,000 people worldwide suffer from snakebites each year. Snakebites by venomous (or poisonous) snakes can cause many medical problems, such as paralysis, disability, bleeding, and even death. People who live in rural tropical areas are at risk on a daily basis. In general, women, children, and farmers are the majority of the victims of snakebites. The only effective treatment is antivenin, a solution made in a lab using the snake's venom. However, the antivenin must originate from the same species that caused the bite in order for it to work. This is why labs need to collect samples from a wide variety of snakes in each country.

Grammar

3 **Aim** To present the present simple affirmative

- Ss close their books. Present the present simple. Say: *I live in London*. Write it on the board. Underline *live* and explain that this verb is in the present simple. Point to a S and say: *You live in London*. Then write it on the board. Underline *live*. Point to a male S and say: *He lives in London*. Then write it on the board. Underline *lives*. Explain that the third-person singular usually takes an -s. Present the other persons in the same way.
- Explain the spelling rules of the third-person singular by writing the verbs *kiss*, *finish*, *watch*, *mix*, *go*, *try* on the board together with their third-person singular forms. Stress the difference between the spelling of *play* and *try*.
- Ss open their books. Read the table aloud. Focus Ss' attention on the uses of the tenses (*daily routines*, *habits* and *permanent states*).
- Elicit examples from the text.

Answer Key

We form the present simple with the subject (noun/pronoun) and the verb. We form the 3rd-person singular by adding -s to the end of the verb; -es to verbs ending in -ch, -o, -sh, -ss, -s, -es; -ies to verbs ending in a consonant and -y.

Examples from the text: *does*, *works*, *gets up*, *walks*, *catches*, *milks*, *falls*, *knows*, *says*, *tries*, *watches*, *goes*

4 **Aim** To practise the present simple affirmative

Allow Ss time to complete the sentences and check Ss' answers on the board.

Answer Key

- listen (a habit)*
- likes (a permanent state)*
- work (a permanent state)*
- walks (a daily routine)*
- live (a permanent state)*

Pronunciation

5 **Aim** To pronounce /s/, /z/, /ɪz/

- Explain the task and explain that -s (third-person singular verb ending) can be pronounced in three different ways. Model the sounds of the symbols.
- Allow Ss time to complete the first part of the task.
- Play the recording. Ss listen and tick the correct box. Check Ss' answers.

- Play the recording again. Ss listen and repeat either chorally or individually. Check Ss' pronunciation.

Answer Key

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
1 <i>does</i>		✓		5 <i>falls</i>		✓	
2 <i>works</i>	✓			6 <i>knows</i>		✓	
3 <i>gets up</i>	✓			7 <i>says</i>		✓	
4 <i>catches</i>			✓	8 <i>tries</i>		✓	

Speaking & Writing

6 **Aim** To summarise the text and practise the present simple affirmative

- Explain the task. Ask Ss to write the headings in their notebooks.
- Allow Ss time to complete the task and check Ss' answers on the board.
- Select various Ss from the class to tell you about Bill's daily routine.

Answer Key

Morning: *gets up early, walks to the farm, catches snakes, milks snakes*

Afternoon: *makes medicine (antivenin)*

Evening: *walks puppy, watches a DVD, goes to bed*

Suggested Answer Key

In the morning, Bill gets up early and walks to the farm. He catches different types of snakes and milks them to collect their venom.

In the afternoon, he makes medicine out of the venom with his team.

In the evening, he walks his puppy, watches a DVD and then goes to bed.

7 **Aim** To compare two daily routines

- Explain the task and give Ss time to complete the task.
- Then ask some Ss to tell the class their daily routine and how it differs to Bill's.

Suggested Answer Key

In the morning, I get up early and have breakfast. Then, I walk to school and have lessons. Bill gets up early too. He also walks to work.

In the afternoon, I play sport and do my homework. I don't go to work like Bill.

In the evening, I have dinner and walk the dog. Then, I watch a DVD and go to bed. Bill watches a DVD and walks his dog in the evening, too.

3b Work days

Vocabulary & Reading

1 **Aim** To brainstorm vocabulary related to jobs

- Ask Ss to think of as many jobs as they can and write them down.
- Give Ss time to do the task. Ask Ss around the class to share their list with the class.

Suggested Answer Key

nurse, secretary, pilot, chef, lawyer, police officer, etc.

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

- Direct Ss' attention to the picture at the bottom of the page and elicit what they think he does for a living (*He is a photographer*).
- Ask Ss to read through the questions (1-5) and guess the answers by writing down which of them are true and which of them are false.
- Play the recording. Ss listen and follow the text in their books to check.
- Check Ss' answers. As an extension, ask Ss to correct the false statements.

Answer Key

1 F 2 F 3 T 4 T 5 F

Suggested Answer Key

- 1 He works in the jungle.
- 2 He walks to work.
- 5 He likes his job.

3 a) **Aim** To consolidate vocabulary

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

Suggested Answer Key

office work (phr): tasks that are usually done in a place of business (e.g. paperwork, typing, etc)

outdoors (adv): outside, not in a building

wildlife photographer (n): a person who takes pictures of plants and animals in the wild as a job

dawn (n): the break of day when the sun rises

get ready (phr): to do things to prepare for sth

work shifts (phr): to work for a fixed number of hours before sb replaces you

hide (v): to conceal yourself; to try not to be seen

jungle (n): an area or land with lots of tropical trees and plants close together

keep still (phr): to not move; to remain in one position

wait for a chance (phr): be patient until an opportunity comes

return (v): to go back to a place you come from

share (v): to let sb else enjoy/have sth that you have
beauty of nature (phr): the attractiveness of all the plants and animals in the natural world

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

Answer Key

1 work shifts 3 office work 5 dawn
 2 Keep still 4 outdoors

b) **Aim** To personalise the topic/to express an opinion

- Explain/Elicit the meaning of 'admire' (to like/ respect sb).
- Give Ss time to form their opinion.
- Ask Ss around the class to share their opinion with the rest of the class.

Suggested Answer Key

... he does a difficult job and shares the beauty of nature with people all over the world.

Grammar

4 **Aim** To present the present simple (negative/ interrogative)

- Ss close their books. Write on the board: *I don't like Fridays. She doesn't like Fridays.* Underline *I don't* in the first sentence and *She doesn't* in the second sentence. Explain that we use *I/you/we/they do not/don't* and *he/she/it does not/doesn't* to form the negative of the simple present. Point out that the main verb is the same in all persons.
- Then, write on the board: *Do I like Fridays? No, I don't. Does she like Fridays? No, she doesn't.* Explain that we use *Do I/you/we/they* and *Does he/she/it* to form questions in the simple present. Focus Ss' attention on the position of *do/does* (before the noun/personal pronoun). We answer in the short form with *Yes/No, I/you/we/they do/don't and he/she/it does/doesn't*.
- Ask Ss to open their books and read the grammar table. Elicit examples from the text.

Answer Key

Do you catch the bus ...?

Nathan doesn't do office work.

... Nathan Dell doesn't.

He doesn't work shifts ...

5 **Aim** To practise the present simple negative

- Go through the task and explain/ elicit the meanings of any unknown words in the rubric and the task.
- Explain that the time slots in the schedules relate to morning, afternoon, and evening.

- Explain the task and read the example aloud. Ss then complete the task. Ask various Ss around the class to read out their corrected sentences and check.

Answer Key

- Anna doesn't hang out with her friends on Saturday mornings. She has a tennis lesson.
- Yulian doesn't do chores on Sunday mornings. He plays computer games.
- Anna and Yulian don't watch DVDs on Saturday evenings. They go out/hang out with their friends.
- Anna doesn't do her homework on Sunday afternoons. She has a violin lesson.
- Anna and Yulian don't play computer games on Sunday evenings. They watch a DVD.

Listening

- 6 a) **Aim** To listen for specific information
- Explain the task. Ss listen and complete the boxes with T (true) or F (false).
 - Check Ss' answers.

Answer Key

	Nestor	Olga
go to school	T	T
like Maths	F	T
do sport	T	F
get up early	F	T
live in a flat	T	T

- b) **Aim** To practise the present simple questions and short answers

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

Answer Key

- Does, Yes, he does.
- Does, No, he doesn't.
- Do, Yes, they do.
- Does, Yes, she does.
- Does, No, she doesn't.

- 7 a) **Aim** To present prepositions of time

- Go through the box and explain the use of prepositions of time.
- Check Ss understand them by saying different times and eliciting the correct prepositions from Ss around the class.
e.g. T: afternoon T: June
S1: in the afternoon S2: in June, etc.
- Give Ss time to fill in the correct prepositions, then check Ss' answers.

Answer Key

- on
- on
- in
- on
- at

Speaking

- b) **Aim** To talk about daily routines using prepositions of time

- Explain the task. Choose two Ss to read the example aloud. Ss work in pairs and complete the task.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

B: ... get up at 7 o'clock?

A: Yes, I do./No, I don't. Do you do your homework on Friday evenings?

B: Yes, I do./No, I don't. Do you do sport in the winter?

A: Yes, I do./No, I don't. Do you buy a magazine at weekends?

B: Yes, I do./No, I don't.

- 8 a) **Aim** To present adverbs of frequency

- Go through the theory box and explain the use of adverbs of frequency. Point out to students that we ask the question *How often ...?* with adverbs of frequency.
- Choose a S to read the examples aloud. Explain the use of adverbs before the main verb and after the verb 'to be'. Write some examples on the board without the adverbs and ask Ss to tell you where to insert them.

(Ss' own answers)

- b) **Aim** To practise adverbs of frequency

- Explain the task. Ss work in pairs and ask and answer questions about how often they do the activities in the list.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: How often do you read in bed?

B: I never read in bed.

A: How often do you help with chores?

B: I usually help with chores.

A: How often do you catch a bus?

B: I sometimes catch a bus.

A: How often do you go to the library?

B: I often go to the library.

A: How often do you buy a newspaper?

B: I sometimes buy a newspaper.

A: How often do you do the shopping?

B: I never do the shopping.

A: How often do you send text messages?
B: I always send text messages to my friends.

Writing

9 **Aim** To write about what you do at weekends

- Allow Ss time to write some sentences about themselves. Remind Ss to use adverbs of frequency.
- Choose some Ss to tell the class about what they do at weekends.

Suggested Answer Key

At weekends, I never get up early. On Saturdays, I usually go out with my friends or watch a DVD. On Sundays, I always do my homework and I often help with chores.

3c Culture Corner

Reading & Listening

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

- Direct Ss' attention to the picture and the headings in the text.
- Read out sentences 1-7 one at a time and elicit Ss' guesses as to whether each one is true or false.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.
- Check Ss' answers. As an extension, ask Ss to correct the false statements.

Answer Key

- T
- T
- F (most schools)
- F (during the week)
- F (compete with other schools)
- T

2 **Aim** To consolidate vocabulary from a text

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

Suggested Answer Key

interesting (adj): exciting, unusual
make friends (phr): to form friendships
last a life time (phr): exist for all of sb's life
attend (v): to be present at sth
GCSEs (n): qualifications from secondary school
qualifications (n): exams you have passed
further studies (phr): university etc
school uniform (n): special clothes
catch up with (phr v): get sb's news from them

after school activities (phr): activities after school
compete with (v): be in competition with sb
choir (n): a group of singers
instrument (n): piano, guitar etc
orchestra (n): a group of musicians
musical events (phr): concerts, musicals, etc
complete (v): to finish
experience (n): sth important that affects you

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

Answer Key

1 join 2 do 3 go 4 play

Speaking & Writing

3 **Aim** To consolidate information from a text/to summarise a text

- Explain the task and give Ss time to read the text again and make their notes under the headings.
- Ask various Ss around the class to use their notes and talk about colleges in the USA.

Suggested Answer Key

Schools in England

Subjects: Students learn many different subjects, such as English, Maths, Science, Geography and Art.

Lessons: Students go to lessons during the week and have 8 lessons a day.

Breaks: They have a 15-minute break in the morning and a one-hour lunch break.

Food: Most students have lunch in the school canteen or take a packed lunch.

Clubs: There are many different kinds of clubs for students to join. e.g. drama, art or computer club.

4 **Aim** To personalise the topic of the text/to talk about college/university life in your country

- Give Ss time to make notes under the headings.
- Ask various Ss to use their notes to talk about school life in their country.

Suggested Answer Key

School life in Greece

Subjects: Students learn a wide range of subjects such as Maths, Geography, French, History, English, Physics, Biology and more.

Lessons: Lessons are about 50 minutes each. Students attend 8 lessons a day. Students attend school from Monday to Friday.

Breaks: have a five-minute break in between lessons, a 15-minute break in the morning and 30 minutes for lunch.

Food: All schools have snackbars. Most students bring food from home.

Clubs: There are no clubs that students can join, but schools offer extra activities on Saturday mornings such as sports, dancing and music lessons.

3d Everyday English

Listening & Speaking

1 **Aim** To present telling the time

- Play the recording.
- Ss listen and repeat the times. Check Ss' pronunciation and intonation.

2 a) **Aim** To listen for specific information/to consolidate telling the time

- Play the recording. Ss listen and order the clock faces.
- Check Ss' answers.

Answer Key

A 4 B 1 C 2 D 3 E 6 F 5

b) **Aim** To practise asking/telling the time

- Choose two Ss to read out the example exchanges.
- Allow Ss time to complete the task in closed pairs.
- Monitor the activity around the class. Then ask some Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Do you have the time, please?

B: It's half past two/two thirty.

A: Excuse me, please. What time is it?

B: It's a quarter past five/five fifteen.

A: Excuse me. Can you tell me the time, please?

B: Certainly, it's nine forty-five/quarter to ten.

A: What time is it, please?

B: It's ten to nine/eight fifty.

3 a) **Aim** To learn the situational language for making arrangements

- Play the recording.
- Ss listen and repeat. Check Ss' pronunciation and intonation.

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

- Read the rubric aloud.
- Play the recording. Ss listen, follow the dialogue in their books and answer the questions in the rubric.
- Check Ss' answers.

Answer Key

- The two friends agree to meet at the tennis courts in the park.
- They agree to meet at 7:30.

4 **Aim** To learn synonymous phrases

Read the sentences aloud. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the classroom.

Answer Key

Make sure you're on time. – Don't be late.

That's a great idea. – That sounds good.

No, it isn't. – Not really.

Do you want to meet at half past six? – Well, is 6:30

OK for you?

That's OK. – That's not a problem.

Pronunciation

5 **Aim** To pronounce /d/, /ð/

- Play the recording.
- Ss listen and complete the task.
- Play the recording again. Ss listen and repeat chorally or individually.

Answer Key

	/d/	/ð/		/d/	/ð/
dad	✓		then		✓
that		✓	there		✓
dirty	✓		dear	✓	

Speaking

6 **Aim** To role-play making arrangements

- Explain the situation. Remind Ss to use the dialogue in Ex. 3b as a model as well as the sentences in Ex. 3a and any ideas of their own to complete the task.
- Ss complete the task in pairs. Refer Ss to the diagram and tell them they can use it while doing the task.

Suggested Answer Key

A: Do you want to play basketball at the sports centre later, Ann?

B: That sounds good. What time do you want to meet?

A: What time is it now?

B: It's quarter to five.

A: Right. Well, is 7:30 OK for you?

B: Not really. My family eats dinner at that time.

A: That's not a problem. Let's meet at the sports centre at 6, then. Don't be late.

B: OK, see you there.

3e True Friends

Vocabulary

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

- Draw Ss' attention to the pictures (1-9). Explain the task. Give Ss time to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | |
|------------|----------|------------|
| 1 elephant | 4 iguana | 7 goldfish |
| 2 parrot | 5 duck | 8 giraffe |
| 3 eagle | 6 ant | 9 bear |

b) **Aim** To recognise animal sounds

Play the recording. Ss listen and identify which animals they hear.

Answer Key

duck, parrot, bear, elephant

c) **Aim** To categorise new vocabulary

- Explain/Elicit the meaning of 'pet' (an animal you keep in your home for company and pleasure)
- Elicit which of the animals from the list in Ex. 1a can be pets.

Answer Key

iguana, cat, parrot, hamster, goldfish, snake

Reading & Listening

2 **Aim** To introduce the topic and stimulate interest in the text

- Direct Ss' attention to the pictures in the text and elicit what they show. Ask Ss if they think there is such a place and where it might be.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

- I can see a giraffe putting its head through a window. There is a man and a woman sitting at the table eating a meal. The man is feeding the giraffe some food.
- I think that there is such a place. There are many wild animals in Africa, so maybe it is there.

3 **Aim** To read for specific information

- Allow Ss time to read the text again and decide on the best answer.

- Check Ss' answers around the classroom. Elicit evidence from the text.

Answer Key

- 1 D (The Rothschild giraffe ... there are also exotic birds and antelopes.)
- 2 B (... giraffes ... put their heads through the open windows to see what's for breakfast)
- 3 B (Lynne ... loves treats from the guests.)
- 4 C (The Rothschild giraffe is a rare animal with only a few hundred left in the wild.)

4 **Aim** To consolidate new vocabulary

- Refer Ss to the **Check these words** box and elicit/explain their meanings

Suggested Answer Key

stare (v): to look at sb/sth for a long time

normal (adj): ordinary

leaves (n): flat, thin, green parts of plants or trees

twigs (n): small thin branches on a tree or bush

slice (n): a thin piece cut from a larger piece of bread, fruit, etc.

playful (adj): friendly, lively and cheerful

personality (n): character

leader (n): the person in control/in charge of a group

treat (n): sth tasty/enjoyable to eat

guests (n): people staying at a hotel

hug (n): the act of putting your arms around sb else and holding them tightly with affection

typical (adj): normal; average

conservation project (n): a scheme/work to protect the environment

rare (adj): not common

in the wild (phr): in their natural habitat

acre (n): an area of land that is 4,047 square metres

estate (n): an area of land owned by a person, family or organisation

exotic (adj): unusual and interesting, usually coming from a faraway country

owner (n): the person to whom sth belongs

staff (n): the people who work for a company or organisation

do their best (phr): try as hard as they can to do sth well/ do sth as well as they can

feel welcome (phr): to feel wanted and that people are happy you are there

gentle (adj): kind, calm

- Explain the task and allow Ss time to complete it. Then check Ss' answers around the class.

Answer Key

- | | | |
|---------|----------|-----------------|
| 1 stare | 4 rare | 7 leaves, twigs |
| 2 staff | 5 estate | 8 leader |
| 3 treat | 6 guests | 9 do their best |

5 **Aim** To learn synonymous adjectives

Read the adjectives aloud and refer Ss back to the text. Elicit the synonymous adjectives from various Ss around the class.

Answer Key

exceptional – strange

kind – gentle

typical – normal

lively – playful

uncommon – rare

fantastic – amazing

Speaking & Writing6 **Aim** To consolidate information in a text

- Explain the task.
- Give Ss three minutes to write reasons why sb might want to go to Giraffe Manor then ask various Ss around the class to read their answers aloud.

Suggested Answer Key

At Giraffe Manor you can take photographs of rare animals and see wild African animals up close.

You can learn about African wildlife and support the conservation project to save the Rothschild giraffe.

7 **Aim** To write an email to a pen friend

- Explain the task and allow Ss some time to complete it in class.
- Remind Ss to include the information listed in the rubric. Alternatively, assign the task as HW.
- Ask some Ss to read their emails aloud to the class.

Suggested Answer Key

Dear Tom,

Hello from Kenya! I'm having a great holiday here. I'm staying at Giraffe Manor. It's a fantastic place. The hotel is on a 140-acre estate where they keep many wild animals. You can see rare Rothschild giraffes and exotic birds everywhere. The animals are very gentle. What I like most is feeding the animals in the morning. The giraffes put their heads through the windows and look for things to eat on our plates. It's really amazing! Well, that's all my news for now.

I hope to hear from you soon,

Rico

- Activity for weaker classes. Write the email in the Suggested Answer Key omitting the underlined sentences. Give the sentences in a list. Ss try to put the sentences in the right place in the email.

BACKGROUND INFORMATION

Kenya is a country in East Africa. It borders Ethiopia, Somalia, Tanzania, Uganda and Sudan. There are a lot of wildlife reserves there. Its capital city is Nairobi and the official languages are English and Swahili.

The Rothschild giraffe is the second most endangered giraffe species. It lives in western Kenya and eastern Uganda. They have long legs, a long neck and a leopard-like coat. They can be over 5 m tall and weigh about 1225 kg. They have a long tongue and feed on leaves. They usually eat about 14 kg of leaves per day. They live about 20-30 years.

3f An amazing school**Vocabulary**1 a) **Aim** To brainstorm vocabulary relating to school subjects/to personalise the topic

- Give Ss a minute to write down as many school subjects as they can.
- Write answers on the board.
- Ask various Ss what their favourite subjects are.

Answer Key

Maths, Science, History, ICT, Biology, English, French, etc.

My favourite subject is Science because it's very interesting.

b) **Aim** To present vocabulary relating to school rules

- Play the recording.
- Ss listen and repeat the phrases. Correct pronunciation if necessary.

Reading & Listening2 **Aim** To predict the content of a text

- Have Ss look at the pictures and answer the questions in the rubric.
- Elicit answers to the questions in the rubric.
- Give Ss enough time to read the text to check their answers.

Suggested Answer Key

I think it is a circus school. I think students study circus skills.

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

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

Suggested Answer Key

juggle (v): to keep objects, like balls, travelling in the air by throwing and catching them

trapeze (n): a bar that hangs from two ropes, used for doing circus tricks

exist (v): to be

circus skills (n): abilities for a type of show that includes different sorts of acts, like people or animals who do tricks and clowns who do funny things

acrobatics (n): different types of athletic tricks, like tumbling, flipping and other stunts

tightrope walking (n): walking across a rope that is very high up in the air

performance (n): a show for entertainment

course (n): a number of lessons dealing with a certain subject

performer (n): a person who plays a part in a performance

unique experience (phr): sth that you do or sth that happens that is unusual and special

- Explain the task to Ss and give them time to reread the text and complete the task.
- Check answers around the class.

Answer Key

1 E 2 C 3 A 4 B

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

- Play the recording.
- Ss listen and follow along.
- Give Ss time to write sentences and then check answers from various Ss.

Suggested Answer Key

In my school, we also have to work hard at Maths and Science and we also must switch off our mobile phones in class. We don't have to wear school uniforms or study circus skills though.

Grammar

4 **Aim** To present 'have to'

- On the board, write *have to* and say what you have to do later in the day (*I have to do my homework.*). Elicit the meaning of *have to* (expresses duty/obligation to do sth).
- Write *I don't have to walk to school. (I can catch the bus.)*. Elicit from Ss the meaning of the sentence (*I can walk to school, but it isn't necessary.*).
- Have Ss read through the theory box and then find examples from the text.
- Write answers on the board as Ss say them aloud.

Answer Key

have to work, have to be on time, don't have to switch off, have to do a circus skills course

5 a) **Aim** To practise 'have to/don't have to/has to/doesn't have to'

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

Answer Key

2 *have to* 4 *don't have to* 6 *has to*
3 *have to* 5 *doesn't have to*

b) **Aim** To practise 'has to/doesn't have to'

- Explain the task to Ss.
- As Ss speak in pairs, walk around the class to monitor the activity.

Answer Key

A: *Do you have to do the washing-up every day?*

B: *Yes, I do./No, I don't.*

A: *Do you have to walk to school?*

B: *Yes, I do./No, I don't.*

A: *Do you have to do your homework every evening?*

B: *Yes, I do./No, I don't.*

A: *Do you have to share a bedroom with your brother/sister?*

B: *Yes, I do./No, I don't.*

Suggested Answer Key

John has to do the washing-up every day. He doesn't have to walk to school. He has to do his homework every day. He doesn't have to share a bedroom with a brother/sister.

6 **Aim** To present 'should/ought to'

- Show Ss a picture of a teen cut out from a magazine. Explain that his name is Jack and he is always late for school. Ask Ss to think of advice to give him so he won't be late anymore.
- On the board write *You should go to sleep early.*
- Explain to students that we use *should/ought to* when we are giving advice.
- Elicit similar sentences from Ss and write them on the board (*You should set your clothes out the night before, You should wake up earlier, You should leave the house earlier, etc.*).
- Have Ss read through the theory box and then complete the task.
- Check answers around the class.

Answer Key

1 *should/ought always to listen*
2 *should*
3 *should/ought to*
4 *shouldn't*

3g Skills

7 **Aim** To present adjectives/adverbs

- Read through the theory box as Ss follow along.
- Write *I am a good tennis player*. Ask if this sentence is correct (yes, because *good* describes the noun *tennis player*).
- Have Ss find examples in Ex. 2 and check answers around the class.
- On the board, write *Jenny can play tennis good*.
- Ask Ss if the sentence is correct (*no, good should be well*).
- Explain to Ss that *well* is an adverb, which we use when we talk about how Jenny plays something.

Answer Key

normal (adj), ordinary (adj), extraordinary (adj), amazing (adj), unique (adj), fast (adv), hard (adv)

8 **Aim** To practice using adjectives and adverbs

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

Answer Key

1 well 3 careful 5 softly
2 quickly 4 bad 6 badly

9 a) **Aim** To practise forming adverbs from adjectives

- Explain the task and give Ss time to complete it.
- Check answers on the board and elicit why *late* doesn't change to *lately* (because *lately* means in recent times). Make sure they know that *late* is both an adjective and an adverb.

Answer Key

1 happily 3 quietly 5 politely
2 well 4 late

b)

Answer Key

1 faster, more slowly 3 earlier, latest
2 fastest, most slowly 4 most

Speaking & Writing10 **Aim** To write sentences using *have to*/*don't have to*

- Have Ss reread the theory box and then give them time to write sentences.
- Alternatively, assign the task as HW.
- Have various Ss read their sentences to the class.

Suggested Answer Key

At my school, we have to start lessons at 8:30. We have to wear a uniform, but we don't have to wear it on Fridays. We have to study hard and we have to respect our teachers. We don't have to do sport, but many students do.

Vocabulary & Grammar1 a) **Aim** To listen for specific information

- Draw Ss' attention to the picture and explain the task.
- Play the recording. Ss listen and identify each person.
- Elicit the names of the people in the picture and their relationship to David.

Answer Key

1 Tony – David's brother 3 Sally – David's sister
2 Helen – David's mother 4 John – David's father

b) **Aim** To present vocabulary for family members and their gender pairs

- Allow Ss time to match the pairs. Play the recording. Ss listen and check their answers.
- Play the recording again. Ss listen and repeat chorally or individually. Check Ss' pronunciation and intonation.

Answer Key

father (dad)	→	mother (mum)
son	→	daughter
husband	→	wife
brother	→	sister
uncle	→	aunt
grandson	→	granddaughter
cousin	→	cousin
grandfather (grandad)	→	grandmother (grandma)
nephew	→	niece

2 a) **Aim** To practise vocabulary for family members

- Direct Ss' attention to the family tree and explain the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

1 husband	6 cousin
2 daughter	7 uncle
3 aunt	8 wife
4 grandfather (grandad)	9 granddaughter
5 father (dad)	10 grandmother (grandma)

b) **Aim** To practise new vocabulary

Explain/Elicit the meanings of any unknown words then explain the task and allow Ss time to complete it. Check Ss' answers.

Answer Key

- 1 single 3 divorced 5 twins
2 married 4 only

3 **Aim** To present and practise 'who's/whose'

- Ss close their books. Present *who's/whose*. Point to a S and say: *Who's [Carol]? (She's [Amanda's] sister/best friend, etc.)* Write it on the board. Then point to a S's pencil and say: *Whose pencil is this? (It's [Diane's].)* Write it on the board. Point to some chairs in the room and say: *Whose chairs are these? (They are the students' chairs.)* Write it on the board. Say then write: *Who's the class teacher? (I'm the class teacher.)* Point out that *Who's* is the short form of *Who is*.
- Ss open their books. Ask them to read the theory box and match the examples on the board with the examples in the theory. Elicit answers around the classroom.
- Ask two Ss to read out the example exchange about Lisa's family. Ss then ask and answer in pairs about Lisa's family.
- Monitor the activity around the class and help if necessary.

Suggested Answer Key

- B: *He's Peter's father. Whose granddaughter is Karla?*
A: *She's Stella and John's granddaughter. Who's Mark?*
B: *He's Lisa and Karla's father. ... etc.*

Listening & Speaking

4 **Aim** To listen for specific information

- Explain the task. Ask Ss to read sentences 1-6 and find the key words (*i.e.* 1. *cousin*, 2. *only child*, 3. *big family*, 4. *mum*, 5. *divorced*, 6. *lives, grandparents*). Point out that these will help them do the task.
- Play the recording. Ss listen and decide if each statement is true or false.
- Check Ss' answers.

Answer Key

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

5 a) **Aim** To identify a person from their description

- Draw Ss' attention to the picture. Ask Ss how they would describe each of the people in the photograph.
- Play the recording. Ss listen to the recording and follow the dialogue in their books.
- Elicit the answer.

Suggested Answer Key

Mary is the girl in the blue top.

b) **Aim** To practise *who's* and describe appearance

Ask Ss to bring in family photographs. Explain the task. Ss work in pairs to act out dialogues similar to the one in Ex. 5a using the pictures of their families. Monitor the activity around the class.

Suggested Answer Key

- A: *That's a nice photograph, Tanja. Who's that man?*
B: *Which one?*
A: *The one with the beard.*
B: *Oh, that's my uncle, Milos.*
A: *And who's the other man in a baseball hat?*
B: *That's my dad. His name is Gerik.*

3h Writing

Reading

1 a) **Aim** To analyse a rubric

- Direct Ss' attention to the rubric in the box. Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

Answer Key

- 1 *an email* 3 *my news*
2 *my pen friend, Stella*

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

- Allow Ss time to read the text and name the people in the photograph.
- Check Ss' answers.

Answer Key

- The girl in the photograph is Alisa.*
- The boy in the photograph is Andrei.*

2 **Aim** To identify paragraphs in an email

- Explain the task. Ask Ss to skim the text to find the information they need to complete the exercise.
- Check Ss' answers. Elicit evidence from the text.

Answer Key

- A 3 (*Write again soon.*)
B 1 (*I'm glad you're OK!*)
C 2 (*Mum has a new job. etc.*)

3 a) **Aim** To introduce linking words

- Read the theory box aloud.
- Elicit examples from the text and write them on the board.

Answer Key

Sam **and** I go swimming.

Sam finds it tiring, **but** I'm really keen on it.

I can have guitar lessons on Mondays **or** piano lessons on Fridays, **but** I can't decide.

b) **Aim** To practise linking words

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

Answer Key

1 **but** 2 **or** 3 **and** 4 **but** 5 **and**

Writing4 **Aim** To prepare for the writing task

- Explain the task. Allow Ss some time to answer the questions about themselves.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 *There are four people in my family.*
- 2 *My dad's name is Gerald. My mum is Mary. My sister's name is Katie.*
- 3 *Dad is a pilot. Mum works at the library. My sister is a student at university and plays tennis.*
- 4 *I like skateboarding and basketball. I'm also in my school drama club.*

5 **Aim** To write an email giving news

- Explain the task. Remind Ss that they should use their answers from Ex. 4 and Julia's email as a model.
- Allow Ss some time to write their emails using the plan provided. Alternatively, assign as HW.
- Ask various Ss to read out their emails to the class.

Suggested Answer Key

Dear Andrew,

Hi! I'm glad you are OK. I'm great.

My mum really likes her new job at the library. My dad is very busy and travels often because he is a pilot. Katie likes university a lot and plays tennis every week. After school, I usually go skateboarding with my friends. At weekends, I play basketball with Dad and my cousins at the park. I'm also in the school drama club and I really like it.

I have to go now. Write soon.

Anton

3i Curricular: Science**Vocabulary**1 a) **Aim** To present types of reptiles

- Direct Ss' attention to the pictures. Explain the task. Allow Ss time to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

1 alligator	E	4 iguana	A
2 snake	D	5 turtle	F
3 lizard	B	6 Komodo dragon	C

b) **Aim** To introduce the topic

- Ask Ss to look at the pictures again.
- Elicit what Ss know about the animals and stimulate a class discussion, then elicit various Ss' feelings towards the reptiles.

Suggested Answer Key

S1: *The alligator is the official state reptile of Florida.*

S2: *Many people believe that snakes can't hear, but they can.*

S3: *There are many different types of lizards. The chameleon can change its skin colour.*

S4: *The iguana is a type of lizard that is found in Central and South America.*

S5: *All turtles have shells but they don't have teeth.*

S6: *Komodo Dragons can run up to 18 km/h in short bursts.*

- *I like these animals because they are very interesting./I don't like reptiles. I think they are dangerous and scary.*

Reading2 **Aim** To extend the topic/to do a quiz on reptiles

Direct Ss' attention to the quiz and explain the task. Explain any unknown words. Allow Ss time to complete the task. Check Ss' answers around the class.

Answer Key

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

Explain/Elicit Ss to find the meanings of the words in the **Check these words** box.

Suggested Answer Key

reptile (n): a group of animals that have cold blood and scales and lay eggs

poisonous (adj): very harmful if it gets in your body

exist (v): to be

Module 3

tortoise (n): a land reptile with a hard shell

cold (adj): having a low temperature

dry (adj): having no water in it

hot (adj): having a high temperature

backbone (n): the large column of bones in the middle of your back

warm blood (phr): red liquid that flows in the body that is not cold or very hot

meat (n): the flesh from an animal that we eat

vegetables (n): plants and roots that we eat

Listening

3 **Aim** To listen for specific information

Explain the task. Play the recording. Ss listen and check their answers to the quiz.

Answer Key

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

Speaking

4 **Aim** To check comprehension of a text

Explain the task. Play the recording again, if necessary. Elicit various answers from Ss around the class.

Suggested Answer Key

- I learnt that most reptiles live in hot places.
- I learnt that most reptiles eat meat.
- I learnt that reptiles have a backbone.

Writing

5 **Aim** To research information about an animal category and write a quiz

- Ask Ss to work in pairs. Ss pick one of the animal categories and look up information on the Internet using the category as the key word. They can also use encyclopaedias or other reference books.
- Ss write a quiz about their chosen category using the quiz in Ex. 2 as a model.
- Ss swap their quizzes with another pair and do it, then report back to the class.

Suggested Answer Key

Quiz on Birds

- What is the name of the place where most birds lay their eggs?
A dorm B nest C house
- Which is the largest bird in the world?
A ostrich B flamingo C penguin
- Which bird is famous for stealing bright shiny things?
A magpie B crow C sparrow
- Which is not a flightless bird?
A kiwi B puffin C penguin
- Which bird is the national bird of the USA?
A hen B robin C bald eagle

Answer Key

1 B 2 A 3 A 4 B 5 C

As an extension, photocopy the quiz above and give it to the class to do.

Language Review 3

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

2 1 mammals 4 live 7 have
2 family 5 endangered
3 land 6 environments

3 1 half past ten/ten thirty
2 (a) quarter past nine/nine fifteen
3 (a) quarter to nine/eight forty-five
4 half past eight/eight thirty
5 twelve o'clock
6 ten past three/three ten

4 1 aunt 4 grandparents
2 uncle 5 brother
3 grandmother/grandma

5 1 to 3 to 5 on 7 in
2 on 4 at 6 of, in

6 1 work 5 office 9 do
2 daily 6 take 10 hours
3 poisonous 7 feel
4 brush 8 conservation

GAME

Aim To consolidate vocabulary from the module

- Divide the class into teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect, then the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

You can see many **exotic birds** on safari.
Her **aunt** works as a nurse in a hospital.
Mike's **uncle** is 48 years old.
My mum's mother is my **grandmother**.
Bill **studies hard** at university.

Ken is a **typical teenager** who likes playing computer games.

Keep still while I cut your hair.

Brian **works shifts** in a factory.

Jane has to **work late** tonight to finish a report.

Kim **goes shopping** for clothes most weekends.

Her family **has dinner** at 7 o'clock every evening.

Pat **goes to bed** at around 10:30 most nights.

Laura enjoys reading books in her **free time**.

What time do you usually **have lunch**? 1:30.

We should **take part** in fundraising activities.

Helen met Jane for a coffee and to **catch up with** her news.

Henry sometimes **gets up** late at weekends.

Debra's sister has a baby girl. Her **niece** is just one year old.

Office work often involves typing on a computer.

Quiz

- | | |
|--------------------------------|------------------------|
| 1 T | 5 F (It is in Africa.) |
| 2 T | 6 T |
| 3 T | 7 T |
| 4 F (They do have a backbone.) | |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 3 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 Reptiles live in cold places.
- 2 Giraffe Manor is also a conservation project.
- 3 Cheetahs are an endangered species.
- 4 Most reptiles eat plants and vegetables.
- 5 Reptiles are warm-blooded animals.
- 6 US College students have to live in dorms.
- 7 Wildlife photographers work indoors.

Answer Key

- 1 F (They live in hot places.)
- 2 T
- 3 T
- 4 F (Most reptiles eat meat.)
- 5 F (They are cold-blooded.)
- 6 F (They can live in flats or at home.)
- 7 F (They work outdoors.)

Skills 3

Listening

1 **Aim** To personalise the topic

- Give Ss a few minutes to answer the questions with a partner.
- Walk around the class and monitor language.

Suggested Answer Key

- 1 The people in my family are very tall and have dark hair and green eyes.
- 2 My mum is 42, my dad is 45 and my brother is seven.
- 3 My mum is a lawyer and my dad is an engineer.

2 a) **Aim** To learn how to read a rubric carefully

- Explain that understanding the rubric is essential to completing the task correctly.
- Have Ss read the rubric carefully and complete the task.
- Check answers around the class.

Answer Key

- 1 dialogue
- 2 his family
- 3 his aunt Anna, his sister Katie, his brother Sam, his father Lucas
- 4 actress, biologist, actor

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

- Before playing the recording, read through the first **Study skills** box. Explain that it is important to read through the questions before reading or listening so that you know what to read/listen for.
- Play the recording. Ss listen and complete the task.
- Check answers on the board.

Answer Key

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

Reading

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

- Have Ss read the title of the text and the first sentence in each paragraph. Ss then answer the questions in the rubric.
- Allow Ss time to read through the text to check their answers.

Suggested Answer Key

I expect to read about a vet and his daily routine.

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

- Read through the second **Study skills** box as Ss follow.
- Give Ss time to scan the text and read through the questions and possible answers.
- Next, have Ss find the part of the text where each question should be answered.
- When Ss have completed the task, check their answers around the class.

Answer Key

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

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

- Give Ss enough time to complete the task.
- Have Ss check their answers with a partner.

Answer Key

- 1 every day is different
- 2 Tuesdays, Thursdays, Saturdays or Sundays
- 3 at 7 am
- 4 12 – 2 pm
- 5 three students from a local school

Speaking

4 **Aim** To listen for specific information

- Play the recording. Ss listen, follow and fill in the sentences.
- Check Ss' answers on the board.

Answer Key

- 1 breakfast 3 dining room 5 table
- 2 children 4 clothes

5 **Aim** To describe a photo

- Read out the **Study skills** box.
- Ss make notes under the headings.
- Ask various Ss to describe the photo to the class.

Answer Key

People: a group of students: three girls, three boys and a teacher

Clothes: casual clothes

Time of day: morning or afternoon

Place: school or college classroom

Weather: –

Other things/objects: books, desks, chairs

People's feelings: curious and interested

Suggested Answer Key

The photograph shows a group of students and a teacher. There are three girls and a boy in front and some other students behind. They are in casual clothes. They are at school or college in a classroom. They are at their desks and have got some books open in front of them. They look curious and interested.

Writing

6 a) **Aim** To prepare to write a letter

- Have Ss read through the rubric and then complete the task.
- Ask a few Ss to read the words they wrote down under each heading.

Answer Key

Morning activities: get up at 7 am, have a shower, eat breakfast, catch the bus, go to school, have lessons

Afternoon activities: have lunch, have more lessons, go home, do homework, have dinner

Evening activities: hang out with friends, watch TV, listen to music, go to bed

b) **Aim** To write an informal letter about your weekday routine

- Read through the rubric and give Ss time to write their letters. Remind Ss that this is an informal letter, which means they can use short forms and everyday expressions and vocabulary.
- Alternatively, you may assign it as HW.
- Have Ss exchange letters with a partner and proofread, making sure to check that the plan was followed.

Suggested Answer Key

Dear Kim,

Hi! Hope you're OK.

So here's my daily routine. In the morning, I get up at 7 am have a shower, eat breakfast and then catch the bus, go to school and have lessons. In the afternoon, I have lunch, then I have more lessons. After school, I go home and then I do my homework. Then, I have dinner. In the evening, I hang out with my friends, watch TV, or listen to music. After that, I go to bed.

What about you? What's your typical weekday routine? Write back soon.

Galina

Russia 3

Reading & Listening

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

- Have Ss look at the picture.
- Elicit responses and a description.

Answer Key

Misha is a bear.

b) **Aim** To test background knowledge

- Have Ss explain what they think of and know about bears.
- Play the recording for Ss to listen and read and check.

Answer Key

Brown bears live in the mountains and forests of Russia. They are common in fairytales and dear to the people.

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

- Ask Ss to read the text again and answer the questions.
- Check Ss' answers around the class.
- Elicit/Explain the meanings of the words in the **Check these words** box.

Suggested Answer Key

common (adj): ordinary

special place (phr): important position

in the hearts of (phr): in the affections, i.e. is well liked

mountains (n): very large hills of rock

forests (n): large areas of trees

fur (n): thick hair of animals

paws (n): animals' feet

claws (n): the nails on an animal's feet

grow (v): to develop

berries (n): the fruit of certain plants

nuts (n): the dry fruit of certain plants in a shell

roots (n): the parts of a plant that grow underground

grasses (n): green thin leaved plants that grow on the Earth's surface

insects (n): very small animals with six legs and/or wings

fish (n): an animal that lives in water and has no legs

fairytales (n): traditional stories for children with imaginary creatures

cartoons (n): short animated films for children

national symbol (phr): an emblem that represents a country

Answer Key

- 1 They live in the forests of Russia.
- 2 They are large with small round ears.
- 3 They eat berries, nuts, roots, grasses, insects and fish.

3 **Aim** To complete a description

- Have Ss read through the text again for information to label the picture.
- Elicit answers from the class.

Answer Key

- | | | |
|--------|---------|---------|
| 1 head | 3 mouth | 5 paws |
| 2 ears | 4 fur | 6 claws |

Speaking

4 **Aim** To practise speaking

- Have Ss complete the table.
- Present your answers to the class.

Answer Key

Name:	Brown bear
Lives in:	Russian forests
Looks like:	large with round head, small ears, long mouth, thick fur, long claws
Eat:	fish, nuts, roots, grasses, insects, berries

Writing

5 **Aim** To personalise a topic

- Give Ss time to research two other animals.
- Have Ss present their findings to the class.

Answer Key

In Russia we have the Russian wolf. They are grey in colour. There are about 30,000 wolves living in Russia today. They have long ears, narrow heads, long noses and sharp teeth. They live and hunt in packs and eat meat.

In Russia we also have reindeer. They live in the tundra where it is cold. They vary in colour and size, but all of them have antlers. Their favourite food is reindeer moss. Reindeers have great vision and can see ultraviolet light. Sometimes, they will also eat bird's eggs.