

Module 4

Come rain or shine

Topic

In this module, Ss will explore the topics of seasons, weather and climate, holiday activities, clothes, snacks, markets, food and drinks, festivals and celebrations.

Modular page

61

Lesson objectives: To give an overview of the module, to talk about weather and seasons.

Vocabulary: Weather (*freezing cold, snowy, boiling hot, sunny, windy, cold, rainy, chilly, foggy, warm, cloudy*); Seasons (*winter, spring, summer, autumn*)

4a On the go

62-63

Lesson objectives: To learn the present continuous (affirmative), to pronounce the *-ing* ending, to read for specific information, to write a postcard from a place in your country

Vocabulary: Holiday activities (*sightseeing on a tour bus, shopping for souvenirs, swimming, sunbathing, eating local dishes, hiking*); Nouns (*guide, route, coach, mountain, volcano, tour, sights, fort, flea market, crafts, snack*); Adjective (*snow-capped*); Phrases (*can't wait, it's a pity*)

4b Shopping time

64-65

Lesson objectives: To read for specific information, to learn the present continuous (negative/questions), to compare the present simple and the present continuous

Vocabulary: Clothes (*flat shoes, high heels, leggings, socks, sandals, boots, trainers, trousers, skirt, top, coat, dress, gloves, hat, sunglasses, scarves, cap, bag, sweatshirt, shirt, tie, T-shirt, shorts*); Verbs (*guess, match*); Nouns (*present, success, top*); Adjectives (*expensive, gorgeous, half-price*); Adverb (*together*); Phrasal verb (*look for*)

4c Culture Corner

66

Lesson objectives: To read for specific information, to summarise a text, to write about a shopping place in your city

Vocabulary: Verbs (*appear, serve*); Nouns (*skyscraper, shopping mall, accessories, electronics, toys, travel, food court, snack, dinosaur museum, roller coaster, aquarium, sea creature, shark*); Adjectives (*biggest, indoor*); Phrases (*get tired of, variety of dishes*)

4d Everyday English

67

Lesson objectives: Buying drinks and snacks, to pronounce /aɪ/, /eɪ/

Vocabulary: Drinks and snacks (*slice of pizza, chips, hot dog, soft drinks, cola, lemonade, ice cream cornet, coffee*); Phrases (*What can I get you? I'd like a hot dog, please. Anything else? Can I have a cola, please? That's £5.15, please. Here you are. Here's your change.*)

4e Marvellous markets

68-69

Lesson objectives: To read for specific information, to learn *Can - Must* (necessity/prohibition/possibility), to listen for specific information

Vocabulary: Market products (*jewellery, antiques, clothes, animals, flowers, fruit & vegetables, meat & fish, pottery*); Verb (*follow*); Nouns (*stables, stalls, food courts, barges, map, delicacy, fried insects, pineapple juice*); Adjectives (*second-hand, delicious*); Phrases (*at bargain prices, get lost*)

4f Food & drinks

70-71

Lesson objectives: To read for specific information, to learn countable/uncountable nouns/quantifiers, to learn *Be going to*

Vocabulary: Dairy products (*yoghurt, cheese, butter, milk*); Meat & fish (*chicken, salmon, beef*); Fruit (*watermelon, grapes, apples, oranges, tomatoes, cherries, bananas*); Vegetables (*cauliflower, onions, peppers, beans, aubergine, cabbage, carrots, lettuce*); Drinks (*tea, coffee, orange juice, water*); Other (*eggs, bread, sugar, rice, cereal, pasta*); Verb (*include*); Nouns (*good manners, toast, breakfast spread, scrambled eggs*); Adjectives (*traditional, steamed, important, fried, sliced, available*)

4g Skills

72

Lesson objectives: To describe a scene, to listen for specific information, making suggestions and replying

Vocabulary: Festivals and celebrations (*play music in the streets, dance in the streets, watch a parade, watch a fireworks display, crown the queen, paint their faces*)

4h Writing

73

Lesson objectives: To read for gist, to read for specific information, to learn opening and closing remarks for postcards, to learn object pronouns, to learn informal style, to write a postcard about a festival

4i Curricular: Geography

74

Lesson objectives: To read for gist, to read for specific information, to write about different types of climate

Vocabulary: Verbs (*characterise, exist, last, reach, shine, drop, survive, hold (in)*); Adjectives (*dark, dry*); Phrases (*low temperature, midnight sun, below freezing*)

Language Review 4

75

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

Skills 4

76-77

Russia 4

78

Lesson objectives: To read for specific information, to describe a process, to write a recipe

Vocabulary: Verbs (*depend on, contain, boil, remove, peel, chop, flake, simmer*); Nouns (*season, vegetables, sour cream, pot, broth*); Adjectives (*delicious, tender*); Phrase (*national dish*)

►► What's in this module?

Read the title of the module *Come rain or shine* and ask Ss to suggest what they think it means. (*If we say that someone does something 'come rain or shine', we mean that they do it regularly no matter what the weather is like.*) Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary

1 **Aim** To present the weather & the seasons

- Refer Ss to the pictures and then read through the sentences (1-5). Explain/Elicit the meanings of any unknown words.
- Allow Ss time to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

1 B 2 D 3 E 4 A 5 C

OVER TO YOU!

Aim To personalise the topic

- Elicit what the weather is like in Ss' city in the different seasons and discuss.
- Ask various Ss to complete the sentences about their favourite season giving reasons.

Suggested Answer Key

In winter, it's freezing cold and snowy. In spring, it's warm, but it's rainy. In summer, it's boiling hot and sunny. In autumn, it's windy and cold.

My favourite season is summer because it's hot and I go to the beach with my friends.

4a On the go

Vocabulary

1 **Aim** To present holiday activities

- Refer Ss to the pictures (A-F) and elicit what they see in each picture.
- Read through the sentences (1-6).
- Allow Ss time to complete the task.
- Play the recording. Ss listen and check their answers.
- Ask Ss to repeat the sentences chorally and/or individually.

Answer Key

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

Grammar

2 **Aim** To present the present continuous affirmative

- Ss close their books. Take a book in your hand and pretend to be reading it. Say: *I am reading now*. Then write it on the board. Underline *I am reading*. Explain that this is the present continuous tense. Explain that we form the present continuous by putting the verb 'to be' and the main verb + -ing to form the affirmative. Explain that we use this tense to talk about actions which are happening now.
- Ss open their books. Read the grammar table aloud and ask Ss to complete the rule.
- Elicit when we use the present continuous. Draw Ss' attention to the spelling rules and elicit examples from Ex. 1.

Answer Key

Rule: + to be

Examples from Ex. 1

1st rule: (+ -ing) sightsee – sightseeing

eat – eating

2nd rule: (e + -ing) sunbathe – sunbathing

hike – hiking

3rd rule: (vowel + consonant): shop – shopping

swim – swimming

Pronunciation

3 a) **Aim** To practise -ing ending

- Remind Ss to pay attention to the spelling rules in the grammar table in Ex. 2.
- Ss complete the -ing form of the verbs in the list.
- Ask various Ss to write the -ing forms on the board and check.

Answer Key

- | | | |
|------------|------------|------------|
| 1 playing | 5 doing | 9 running |
| 2 wearing | 6 sending | 10 reading |
| 3 swimming | 7 stopping | 11 having |
| 4 making | 8 writing | 12 sitting |

b) **Aim** To pronounce -ing ending

- Play the recording. Ss listen and then repeat chorally and individually.
- Check and correct pronunciation if necessary.

Listening

4 **Aim** To identify sounds and practise the present continuous

- Go through the items and elicit/explain any unknown vocabulary. Play the recording. Ss listen and complete the task.
- Ask various Ss to read their sentences in class and check.

Answer Key

2 sleep 3 play the guitar 4 ride a bike

Galina is sleeping.

Anton & Viktor are playing the guitar.

Boris is riding a bike.

Reading

5 a) **Aim** To introduce the topic/to predict context of a text

- Refer Ss to the postcards and ask them to read the first sentences of each one.
- Elicit answers to the questions in the rubric.
- Play the recording. Ss listen and read the texts to check their answers.

Suggested Answer Key

Peter is in Mexico City. He's on holiday.

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

- Ss read the postcards again and complete the task.
- Elicit Ss' answers in class and check.

Answer Key

1 DS 2 F 3 T 4 T 5 F

- Refer Ss to the **Check these words** box and elicit/explain the meanings of any unknown words.

Suggested Answer Key

guide (n): a person who shows tourists around a place

route (n): the way from one place to another

coach (n): a large comfortable bus

snow-capped (adj): covered with snow on the top

mountain (n): a very high hill of rock

volcano (n): a mountain from which ash or melted rock comes out

can't wait (phr): (be) looking forward (to doing sth)

tour (n): a short trip around a place

sights (n): places of interest

fort (n): a strong building for soldiers

it's a pity (phr): it's a shame

flea market (n): an outdoor market that sells used goods

crafts (pl n): handmade goods

snack (n): a light meal

6 Aim To identify the present continuous tense and practise the present simple

- Ask Ss to read the texts again to find the verbs in the present progressive and write them in the present simple.
- Elicit answers in class and check for correct spelling.

Answer Key

we're leaving/we leave

we're staying/we stay

we're going/we go

Andy isn't coming/Andy doesn't come

we're having/we have

we're shopping/we shop

it's raining/it rains

we are having/we have

we are waiting/we wait

Speaking & Writing

7 Aim To practise new vocabulary/to consolidate information in a text

- Allow Ss time to complete the task individually.
- Ask various Ss to read their sentences to the class and check.

Suggested Answer Key

There are **snow-capped mountains and volcanoes** on the way to Puebla.

You can visit lots of **sights** in Puebla.

There are **forts** in Puebla.

There are beautiful houses to photograph in Puebla's **city centre**.

You can see **animals and plants** in the Parque Ecológico.

There is a **flea market** in Los Sapos.

You can buy **crafts** in Los Sapos.

BACKGROUND INFORMATION

Mexico City is the capital city of Mexico. It has a population of over 8 million people. Mexico City is located in south-central Mexico.

Puebla is the capital city of the state of Puebla in Mexico. It is located about 130 km southeast of Mexico City. Puebla's population is about 1.2 million. Because it still has many traditional colonial-style homes and beautiful churches, it is a UNESCO World Heritage Site.

Los Sapos is a neighbourhood in Puebla, Mexico. It is famous for being the location of a flea market, where you can buy antiques and handicrafts. There are also many shops and restaurants.

Parque Ecológico is a park in Puebla, Mexico. This park houses a bird aviary, which is a large steel dome structure. The aviary is one of the best in the Americas, housing over 50 species of birds in recreated environments.

8 Aim To write a postcard about visiting a place in your country

- Read through the prompts in the rubric and check Ss understand the writing task.
- Encourage Ss to use vocabulary from the unit and follow the format of the postcards in Ex. 5a.
- Allow Ss some time to complete the task. Alternatively, assign the task as HW.
- Ask Ss to read their postcards in class and check.

Suggested Answer Key

Dear Norman,

Greetings from Rome! It's a beautiful sunny day.

Rome is a beautiful city with lots of fantastic sights.

I'm with Diane. Right now we're walking around the city centre and shopping for souvenirs. It's a pity you aren't here.

See you soon,

Viktor

4b Shopping time

Vocabulary

1 Aim To present vocabulary for clothes

- Play the recording. Ss listen and repeat.
- In closed pairs, Ss answer the questions in the rubric.
- Elicit answers around the class and discuss.

Suggested Answer Key

I usually wear my school uniform at school.

I usually wear jeans and a T-shirt at a party.

I usually wear shorts, a T-shirt and sunglasses on a hot and sunny day.

I usually wear trousers, a sweatshirt, a coat and my boots when it's raining and it's cold.

Reading

2 **Aim** To predict the topic of a text and listen and read for confirmation

- Read the rubric aloud and elicit answers to the questions from various Ss.
- Play the recording. Ss listen and read the text and check their answers.

Answer Key

Sandy is shopping for a present for her friend Angela. She buys a top.

- Refer Ss to **Check these words** box and elicit/explain the meanings of any unknown words.

Suggested Answer Key

look for (phr v): to seek, to search

present (n): gift

success (n): the achievement of a good result

together (adv): with sb else

expensive (adj): costing a lot of money

guess (v): to suppose, to believe

top (n): a piece of clothing for the top half of the body

gorgeous (adj): beautiful

half-price (adj): costing 50% less than usual

match (v): to go well with sth else

3 **Aim** To read for specific information

- Ask Ss to read the dialogue again and complete the task.
- Elicit Ss' answers around the class and check.

Answer Key

1 a present for Angela

2 help Sandy find a present

3 it's expensive

4 scarves

5 a green top ... it matches the colour of Angela's eyes

Grammar

4 **Aim** To present the present continuous (negative and interrogative)

- Ss close their books. Say and then write on the board: *I am not sleeping right now.* Underline: *I am not sleeping.* Explain that this is the negative form of the present continuous. Give examples in all persons.
- Then say and write: *Am I sleeping now?* Underline: *Am I sleeping?* Explain that this is the question form. Tell Ss that we answer in the short form with *Yes, I am/No, I'm not.*
- Ss open their books. Read the grammar table aloud.
- Elicit how we form the negative/interrogative in the present continuous tense.
- Ask Ss to find examples in the dialogue in Ex. 3 and check.

Answer Key

Negative: noun/pronoun + to be + not + verb -ing form.

Questions: to be + noun/pronoun + verb -ing form.

Examples from Ex. 2:

Negative: *I'm not having*

Questions: *What are you doing here? Are you shopping ...?*

5 **Aim** To practise negative and interrogative forms in the present continuous

- Refer Ss to the pictures and read the example.
- Allow Ss time to complete the task.
- Elicit answers in class and check.

Answer Key

2 Are Sally and Helen listening to music?

No! They aren't listening to music. They're doing their homework.

3 Is Peter trying on a sweatshirt?

No! He isn't trying on a sweatshirt. He is trying on shoes.

4 Is Anna swimming?

No! She isn't swimming. She is surfing.

5 Are the girls looking for a present?

No! They aren't looking for a present. They are having lunch.

6 **Aim** To practise the present continuous

- Explain the task and give Ss time to complete it.
- Read the text and elicit the answers for the gaps.

Answer Key

1 are sitting 4 (are) drinking 7 is wearing

2 (are) having 5 isn't raining 8 are having

3 are eating 6 are wearing

7 a) **Aim** To compare the present simple and the present continuous

- Ss close their books. Say and write on the board: *I watch TV in the evenings. I am watching TV now.*
- Elicit the tense of each sentence (*watch: present simple, am watching: present continuous*) and which sentence describes a habit or routine (*the first one/present simple*) and which one describes an action happening now (*the second one/present continuous*)
- Ss open their books. Read the grammar table and check that Ss understand when we use the present continuous tense and when we use the present simple.

b) **Aim** To practise the present simple and the present continuous

- Give Ss time to complete the task.
- Ask Ss to read out the exchanges in class and check.

Answer Key

- 1 A: *are going,*
Do you want
B: *am helping*
- 2 A: *are you taking*
B: *is raining*
- 3 A: *do you wear*
B: *wear, am wearing*
- 4 A: *are they talking*
B: *don't know, think,*
are trying

Speaking & Writing8 **Aim** To practise the present continuous

- Read the rubric and check that Ss understand the task.
- Assign the task as HW.
- Ask Ss to show their pictures to the class and to read their sentences describing the pictures.
- Check Ss' sentences.

Suggested Answer Key

This is my family. They are having a picnic at a park. They are sitting down and enjoying the warm weather. Dad is wearing a pink shirt and white shorts. My brother Jack is wearing a white T-shirt. My sister Sara is wearing a pink skirt and top. They are having a great time.

4c **Culture Corner****Reading & Listening**1 **Aim** To introduce the topic of a text

Elicit various answers to the questions in the rubric and discuss Ss' shopping habits.

Suggested Answer Key

I usually shop at one of the malls in my city at least once a month. There are three malls in my city. You can buy clothes, electronics, books, shoes, etc.

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

- Read through the phrases and elicit/explain their meaning.
- Elicit the answer to the questions in the rubric.

- Play the recording. Ss listen and read the text to check.

Answer Key

At the Mall of America you can shop for clothes, book tickets, have lunch, watch a film, visit a museum, see sharks and go on a roller coaster.

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

- Ss read the text again and complete the chart.
- Copy the chart on the board and elicit answers from various Ss to complete it.
- Check Ss' answers.

Answer Key

Name: *Mall of America*

Location: *Minnesota*

Shops: *over 520 shops with accessories, books, electronics, toys and travel agents*

Things to do: *shop, eat, watch a film, visit a dinosaur museum, have fun at the indoor amusement park, play golf, visit an aquarium*

3 **Aim** To practise new vocabulary

- Refer Ss to the **Check these words** box and elicit/explain the meanings of any unknown words.
- Ss do the task. Elicit answers in class and check.

Suggested Answer Key

skyscraper (n): *a very tall building*

appear (v): *to begin to exist*

shopping mall (n): *a big enclosed shopping area*

biggest (big – bigger – biggest) (adj): *largest*

accessories (pl n): *extra items of clothing, e.g. belts, scarves, hats*

electronics (pl n): *electronic devices and pieces of electronic equipment*

toys (n): *objects that children play with, e.g. dolls, cars, teddies*

travel agent (n): *sb who works in an office where people can go and make their holiday arrangements*

get tired of (phr): *become bored with*

food court (n): *an enclosed area with lots of fast food outlets*

serve (v): *to offer, to provide*

variety of dishes (phr): *a wide selection of different types of food*

snack (n): *a light meal*

dinosaur museum (n): *a place that displays the bones of prehistoric creatures to the public*

indoor (adj): *happening inside a building*

roller coaster (n): *a small railway at an amusement park that goes up and down and that people can ride on in carriages for fun*

aquarium (n): *a place with exotic fish on display to the public*

sea creature (n): *an animal that lives in the sea*

shark (n): *a very large fish with sharp teeth*

Answer Key

- 1 aquarium 3 roller coasters 5 tired of
2 food court 4 indoor

Speaking

4 a) **Aim** To role-play information from a text

- Read the beginning of the dialogue.
- In closed pairs, Ss take turns role playing a telephone call about being at the mall in the text.
- Encourage Ss to use the vocabulary from the text.
- Monitor the activity and assist if necessary.
- Invite a few pairs to act out their conversations in class.

Suggested Answer Key

A: Hi Bob. It's Mark.

B: Hi, Mark. Where are you?

A: I'm calling from the Mall of America in Minnesota.

B: Really? What's it like?

A: It's great. There are over 520 stores. They have everything from accessories and books to electronics and toys.

B: Wow! What are you shopping for?

A: Books and clothes. Right now, I am going to visit the aquarium and see the sharks.

B: Really. What else is there?

A: There is a huge indoor amusement park with roller coasters, a dinosaur museum and a 14-screen cinema.

B: That's amazing! What about food?

A: There are two big food courts with 20 fast food restaurants.

B: Sounds like you are having a good time.

A: I am. Talk to you later.

b) **Aim** To personalise the topic

- Ask Ss to think of reasons why or why not they would like to visit the mall in the text.
- Ask Ss to tell the class.

Suggested Answer Key

I would like to visit the Mall of America. I often go shopping and I like to see new things. At this mall I can watch a film, ride a roller coaster and even see sharks. I can shop at over 520 different stores and eat delicious snacks at the food court. I can't wait! I wouldn't like to visit this mall. I think you can get lost easily and with so many stores I think you would have trouble finding the store you want. People in my city often shop at the Golden Mall. They like to go shopping there because they can find everything in one location. The mall also has a cinema and a food court.

Writing

5 **Aim** To write about a shopping place in your city

- Give Ss time to write a few sentences about a shopping place in their city.
- Encourage them to use the vocabulary from the unit.

Suggested Answer Key

People in my city often shop at the Golden Mall. They like to go shopping there because they can find everything in one location. The mall also has a cinema and a food court.

4d Everyday English

Speaking

1 **Aim** To introduce the topic

- Refer Ss to the pictures.
- Elicit answers to the questions in the rubric from various Ss and discuss.

Suggested Answer Key

I usually eat out once a week. I often eat salads and pizza and drink lemonade. I buy pizza, chips and cola.

Listening & Reading

2 a) **Aim** To introduce situational language for buying drinks and snacks

Play the recording. Ss listen, then repeat chorally and individually

b) **Aim** To identify the speakers in a situational dialogue about buying drinks and snacks

- Elicit who the speaker of each phrase is and discuss the meaning of each phrase.
- Play the recording. Ss listen and read the dialogue to check their answers.

Answer Key

Customer: I'd like a hot dog, please.

Can I have a cola, please?

Here you are.

Cashier: What can I get you?

Anything else?

That's £5.15, please.

Here's your change.

3 **Aim** To learn synonymous phrases

- Allow Ss two minutes to do the task.
- Elicit synonymous phrases in the dialogue from various Ss and check.

Answer Key

What would you like? = What can I get you?
Of course. = Sure.
They cost £5.15. = That's £5.15, please.

Pronunciation

4 **Aim** To pronounce /aɪ/, /eɪ/

- Model the sounds of the symbols.
- Play the recording. Ss listen and complete the task. Check Ss' answers.
- Play the recording again. Ss listen and repeat both chorally and individually.

Answer Key

	/aɪ/	/eɪ/
buy	✓	
pay		✓
wait		✓
my	✓	
I	✓	
late		✓

Speaking

5 **Aim** To role-play buying drinks and snacks

- Refer Ss to the model dialogue in Ex. 2 and the phrases to help them in their role-playing.
- Go through the plan and tell Ss to use it as a guide in their role playing.
- In closed pairs, Ss role-play the dialogue. Monitor the activity and assist if necessary.
- Invite a few pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Next please. What can I get you?
B: Hi. I'd like a slice of pizza, please.
A: OK. Anything else?
B: Can I have a coffee, please?
A: Sure. Here is your pizza and your coffee. That's £6.00, please.
B: OK. Here you are.
A: Thank you. Here's your change.
B: Thanks. Bye.

b) **Aim** To introduce the topic

Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

My area has a street market every Friday morning. You can find flowers, fruit & vegetables and meat & fish there.

2 **Aim** To expand on and stimulate interest in the topic

- Read the rubric and ask Ss to close their eyes and imagine they are at a street market.
- Play the recording.
- Invite various Ss to tell the class about the imaginary market answering the questions in the rubric.

Suggested Answer Key

I am shopping for fruit & vegetables. My friend Mark is with me. I can see stalls full of pineapples, bananas and tomatoes. The people around me are looking at the different stalls and talking about prices. I am happy to be shopping here.

Reading

3 a) **Aim** To introduce the topic of the text/to predict the content of the text

- Refer Ss to the two pictures and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and read the texts to check their answers.

Suggested Answer Key

The first market is in London. I think you can find clothes and antiques there. The second market is in Thailand. I think you can find meat & fish, clothes, books, antiques, jewellery, shoes, flowers, pottery and pets there.

BACKGROUND INFORMATION

Thailand is a country in Southeast Asia next to Burma and Cambodia. The capital city is Bangkok and the population is about 63 million people. It is a popular tourist destination.

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

- Refer Ss to the **Check these words** box and elicit/explain the meanings of any unknown words.

Suggested Answer Key

stables (n): where horses are kept
stalls (n): large tables with goods for sale
second-hand (adj): used
at bargain prices (phr): very cheap

4e Marvellous markets

Vocabulary

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

- Refer Ss to the pictures and play the recording. Ss listen and repeat.
- Elicit the meaning of unknown words.

Module 4

food courts (n): an area with lots of takeaway food outlets

barges (n): canal boats

follow (v): to go somewhere using sth to direct you
e.g. path, map

map (n): a printed drawing of an area

get lost (phr): lose your way

delicacy (n): special food that is rare or expensive

fried insects (n): ants, flies, beetles, etc cooked in hot oil

delicious (adj): very tasty

pineapple juice (n): a drink made from a large oval fruit

- Ask Ss to read the statements (1-5).
- Allow Ss two minutes to read the text again and complete the task.
- Elicit answers in class and check.

Answer Key

- | | | |
|----------|-------------|-------------|
| 1 Camden | 3 Chatuchak | 5 Chatuchak |
| 2 Camden | 4 Camden | |

4 **Aim** To practise new vocabulary

- Ss complete the task. Check Ss' answers.
- Allow Ss two minutes to write their sentences. Ask various Ss to read their sentences in class.

Answer Key

- | | | |
|---------------|----------|--------|
| 1 second-hand | 3 follow | 5 get |
| 2 bargain | 4 fried | 6 food |

Suggested Answer Key

- You can find **bargain prices** at Camden.
- You must **follow a map** at the Chatuchak Market.
- You can eat **fried insects** at the Chatuchak Market.
- It's easy to **get lost** at the Chatuchak Market.
- You can visit a **food stall** at the Chatuchak Market and drink pineapple juice.

Grammar

5 **Aim** To present 'can-must'

- Read the theory box aloud. Explain the use of can/can't-must/mustn't.
- Ask Ss to find examples of both in the postcards and write them on the board.

Answer Key

You can find some great second-hand shoes... and clothes at bargain prices plus beautiful antiques and furniture.
You must follow a map when you walk around because the market has got 15,000 stalls and it's easy to get lost!
You can find everything here: clothes, books, antiques, jewellery, shoes, flowers, pottery, pets, and many other things.

6 **Aim** To practise 'can-must'

- Read the example aloud and check Ss understand the task.
- Allow Ss two minutes to complete the task.
- Check Ss' answers.

Answer Key

- You mustn't/can't ride through the stalls.
- You can eat fried insects there.
- You must throw empty cans in the bins.
- You can have lunch there.

Listening

7 **Aim** To listen for specific information

- Play the recording. Ss complete the task.
- Play the recording again to check Ss' answers.

Answer Key

- Sonya wants to buy flowers/yellow tulips.
- Peter wants to buy a drink/pineapple juice.
- George wants to buy jewellery/a ring.
- Alfred wants to buy a piece of pottery/a pot.

Speaking & Writing

8 a) **Aim** To prepare for writing activity

- Have Ss choose a picture and describe it using the guidelines from the rubric.
- Ask various Ss to tell their descriptions to the class.

Suggested Answer Key

The picture of the Chatuchak Market shows Thai workers and shoppers near a food stand. They are all wearing casual clothes and workers are selling meatballs on sticks to customers. They look calm.

b) **Aim** To personalise and write about the topic

- Allow Ss a few minutes to write about which market they would like to visit and why.
- Invite Ss to read their sentences to the class and check.

Suggested Answer Key

I want to visit the Chatuchak Weekend Market. I think it is very interesting. I can find everything there because it has got 15,000 stalls. I can taste the fried insects and shop for souvenirs for my friends.

4f Food & drinks

Vocabulary

1 a) **Aim** To present vocabulary related to food & drinks

- Draw Ss' attention to the pictures on p. 70.
- Play the recording with pauses to allow Ss to repeat chorally and individually.

b) **Aim** To personalise the topic and review adverbs of frequency

- Ask Ss which of the foods and drinks they like and don't like.
- Have Ss complete the task, referring them to p. 47 if they need to review adverbs of frequency.
- Check Ss' answers around the class.

Suggested Answer Key

1 cereal 2 onions 3 coffee 4 cherries

Reading

2 a) **Aim** To personalise the topic

- Elicit answers to the questions in the rubric from various Ss in the class.
- Play recording. Ss listen and follow along to check their answers.

Suggested Answer Key

For breakfast, I usually have bread and butter with coffee. I think this is a typical breakfast in many countries.

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

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

Suggested Answer Key

traditional (adj): having existed/been done for a long time in a particular country/place

includes (v): contains, involves

steamed (adj): cooked by water vapour

good manners (n): politeness

important (adj): having great significance

fried (adj): cooked in hot oil

toast (n): bread that is lightly browned

breakfast spread (n): a table of different food; a buffet

scrambled eggs (n): eggs that are mixed in a bowl and then cooked in a pan

sliced (adj): cut in thin flat pieces

available (adj): ready for use

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

Answer Key

1 Japan 2 the UK 3 the UK 4 Japan 5 Poland

Grammar

3 **Aim** To introduce countable/uncountable nouns and quantifiers

- Hold up a piece of fruit, or any other countable object.
- Ask how many of the object you have got (one).

- Hold up three of the object and ask again.
- On the board write: *How many apples have I got? Three.*
- Hold up a bottle of water and ask, *How much water have I got?* If Ss answer one, remind them that you didn't ask how many bottles, *but how much water (a little, a lot, some, not much, too much).* Write the sentence and answers on the board.
- Explain to Ss that with countable things, you ask, *How many?* and with uncountable things, like liquids, you ask, *How much?*
- Direct Ss' attention to the theory box and read through it as Ss follow along.
- Give Ss time to find examples in the text and check answers on the board.

Answer Key

Uncountable nouns: soup, rice, fish, tea, bacon, toast, butter, cereal, bread, meat, cheese, milk, yoghurt, coffee

Countable nouns: vegetables, eggs, mushrooms, sausages, tomatoes, baked beans

4 **Aim** To practise identifying countable and uncountable nouns

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

Answer Key

1 some, U 2 some, U 3 some, U 4 some, C 5 some, U 6 some, C 7 some, C 8 some, C 9 an, C 10 some, U

5 **Aim** To practise using quantifiers

- Explain the task to Ss and give them time to complete it.
- Have Ss check answers with a partner and then check answers on the board.

Answer Key

1 a few 2 How much, little 3 too much 4 a few 5 How many, too many

6 **Aim** To learn 'be going to'

- On the board write: *Tomorrow, I'm going to eat salmon.*
- Draw a timeline and highlight the area of tomorrow to show that the event will happen tomorrow, at an unspecified time.
- Ask Ss: *Are you going to do your homework?* Write it on the board and mark the timeline to show that you mean any time in the near future.
- Lastly, write: *I'm not going to go swimming.* Mark the timeline again to show that we are talking about the near future.

Module 4

- Explain to Ss that we use *be going to* when we are talking about something we are planning to do in the future.
- Ask Ss if there are similar structures in their language.

(Ss' own answers)

7 **Aim** To practise 'be going to'

- Draw Ss' attention to the theory box and read through it as Ss follow along.
- Explain the task to Ss and give them time to complete it.
- Check answers around the class.

Answer Key

- | | |
|----------------------|-----------------------|
| 1 are going to visit | 4 is going to cook |
| 2 isn't going to buy | 5 aren't going to eat |
| 3 are going to have | |

Speaking & Writing

8 **Aim** To practise 'be going to'

- On the board, write cook chicken.
- Elicit from Ss how to form the interrogative form of *be going to* if they are asking a friend (*Are you going to + cook chicken*). Write this on the board.
- Explain the task to Ss and have them get up and move around the room, asking and answering questions with various Ss.
- Walk around the room to monitor language used.

Answer Key

A: Are you going to do your homework?

B: Yes, I am./No, I'm not.

A: Are you going to cook chicken?

B: Yes, I am./No, I'm not.

A: Are you going to play the guitar?

B: Yes, I am./No, I'm not.

A: Are you going to book tickets for the theatre?

B: Yes, I am./No, I'm not.

A: Are you going to shop for clothes?

B: Yes, I am./No, I'm not.

A: Are you going to buy a birthday present?

B: Yes, I am./No, I'm not.

A: Are you going to go hiking?

B: Yes, I am./No, I'm not.

A: Are you going to have dinner with friends?

B: Yes, I am./No, I'm not.

A: Are you going to make a cake?

B: Yes, I am./No, I'm not.

9 **Aim** To write about weekend plans using *be going to*

- Explain the task to Ss and give them time to complete it.
- Alternatively, this may be assigned as HW.
- Have various Ss read their responses to the class.

Answer Key

This Saturday, I'm going to hang out with my friends at the beach. Then we are going to watch a DVD at my house. I'm also going to buy a present for my grandma at the mall. On Sunday I'm not going to meet my friends. It's my grandma's birthday, so I'm going to visit her. We're going to cook a big meal and my mum and I are going to bake a chocolate cake, too.

4g Skills

Vocabulary

1 **Aim** To present vocabulary related to festivals and celebrations

- Refer Ss to the pictures and elicit what they can see.
- Go through the list of phrases with Ss. Allow Ss time to complete the task.
- Play the recording and check Ss' answers.

Answer Key

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

2 **Aim** To describe a scene/to activate vocabulary

- Refer Ss to picture F and explain the task.
- Allow Ss time to complete the task.
- Ask Ss to read their descriptions and check.

Suggested Answer Key

It's a festival on a tropical island. It's sunny and hot. People are dancing in the streets near the beach. They are wearing colourful costumes. They are enjoying the music and dancing. Everyone is having a great time.

Listening

3 **Aim** To predict information and listen for specific information

- Refer Ss to the advert. Elicit what kind of information is missing in each gap. Explain that this will help Ss to prepare for what to listen for.
- Play the recording. Ss complete the task.
- Check Ss' answers on the board.

Answer Key

- 1) a date, 2) a person, 3) an activity (noun),
4) activity (noun), 5) activity (noun)

- 1 2nd 3 parade 5 eating
2 queen 4 music

BACKGROUND INFORMATION

Omaha is the largest city in the state of Nebraska in the USA. Around 440,000 people live there and it dates back to the pioneer days. Nebraska is in the Midwest US and its main industries are farming and ranching.

Speaking

- 4 **Aim** To present/practise situational language for making suggestions and replying/role-playing

- Read through the language in the table and check that Ss understand the task.
- Ask two Ss to read the example exchange aloud.
- In closed pairs, Ss role-play exchanges using the language from the table and vocabulary from Ex. 1.
- Monitor the activity and assist if necessary.
- Invite a few pairs to act out their exchanges in class.

Suggested Answer Key

A: *Shall we watch them crown the queen?*

B: *That sounds good.*

A: *Do you feel like watching the fireworks display?*

B: *Great idea!*

4th Writing**Reading**

- 1 **Aim** To read for gist

- Ask Ss to read the postcard.
- Elicit answers to the questions in the rubric.

Answer Key

Erica is writing the postcard to Amy. Erica is in Jaipur, India. They are celebrating the festival of colours, Holi.

BACKGROUND INFORMATION

Jaipur, India is a large city in the northeast of the country. It is also known as the Pink City. 3.2 million people live there and it is a major business centre.

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

- Ask Ss to read the list (1-8).
- Ss read the postcard again and complete the task.

- Check Ss' answers in class. Ask Ss to give evidence from the text.

Answer Key

- 1 *(It's hot and sunny)*
- 2 *(It's Holi)*
- 3 *(People celebrate it every spring)*
- 4 *(We're staying at my aunt and uncle's house.)*
- 5 *(They light bonfires and sing and dance around them. They also throw coloured powder at each other.)*
- 6 *Not mentioned.*
- 7 *(We're watching a parade of painted elephants.)*
- 8 *(People are dancing in the streets.)*

- 3 **Aim** To identify opening and closing remarks

- Read through the remarks and check that Ss understand the task.
- Elicit answers in class.

Answer Key

- 1 O 2 C 3 O 4 C 5 C

Erica uses 'Greetings from Jaipur!' for her opening remark, and 'See you next week,' for her closing remark.

- 4 a) **Aim** To present object pronouns

- Ss close their books. Say, then write on the board: *I'm a teacher. Look at me.* Underline *I* and *me*. Explain that *me* is an object pronoun. Point out that object pronouns are used as objects in a sentence and go after the verb. Present the other object pronouns in the same way. (e.g. *Look at him. He's a student. Look at it. It's a desk. etc.*)
- Ss open their books. Read the theory box with them.

Answer Key

People celebrate it every spring. (Holi). They light bonfires and dance and sing around them. (bonfires)

- b) **Aim** To practise object pronouns.

- Allow Ss time to complete the task.
- Elicit answers in class and check.

Answer Key

- 1 them 2 it 3 her 4 him

- 5 **Aim** To learn to write using informal style

- Read out the **Writing Tip** box.
- Ss complete the task in closed pairs.
- Help Ss if necessary.
- Check Ss' answers.

Answer Key

- 1 *It's a bit cloudy today.*
- 2 *Can't wait to see you.*
- 3 *Miss you.*

Module 4

- 4 Watching the parade now.
- 5 Don't want to leave!
- 6 Hope you're OK.

Writing

6 **Aim** To write a postcard from a festival

- Ask Ss to read the plan.
- Encourage Ss to follow the plan, use language they have learnt in the module and the model postcard from Ex. 1 as an example when writing their postcards.
- Allow Ss time to complete the task. Alternatively, assign the task as HW.
- Invite Ss to read their postcards in class and check.

Suggested Answer Key

Hi Richard,
Greetings from Warsaw, Poland! It's warm and sunny here. We're staying in a hostel in the city centre. The International Street Art Festival, Sztuka Ulicy, is taking place now. People celebrate it every year in July. There are street performers, art installations and live music all over the city! There are also circuses and dance performances going on. At the moment, we are watching a man juggling. I'm taking lots of photos. See you next week!
Veronika

4i Curricular: Geography

Listening & Reading

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

- Ask a S to read the dictionary entry and discuss the meaning.
- Elicit the climate in Ss' country.

Suggested Answer Key

In my country, the climate is hot and humid during the summer and very cold during the winter.

b) **Aim** To introduce the topic of a text/to read for gist

- Read the question in the rubric.
- Play the recording. Ss listen and read the text to find the answers.
- Elicit answers in class and check.

Answer Key

Cold temperatures characterise tundra and hot deserts are usually hot and dry in the day and freezing cold at night.

2 **Aim** To read for specific information

- Read through the statements with Ss.
- Ss complete the task individually.
- Elicit answers in class and check.

Answer Key

- 1 HD 2 T 3 HD 4 T 5 HD

3 **Aim** To practise new vocabulary

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

Suggested Answer Key

low temperature (phr): cold, anything less than 5°C/40°F

characterise (v): to be typical of sth

exist (v): to be

last (v): to continue to exist, to happen for a length of time

reach (v): to extend to, to arrive at

shine (v): to give off light

midnight sun (phr): the sun above the horizon at 12 at night in the arctic or antarctic summer

dark (adj): having no light

drop (v): to fall, to go down quickly

survive (v): to continue to live in extreme conditions

dry (adj): (of the weather) having no or very little rain

below freezing (phr): less than 0°C/32°F (i.e. the point at which water freezes and turns to ice)

hold (in) (v): to keep inside

- Ss complete the task.
- Give Ss time to read the sentences in class and check.

Answer Key

- 1 survive/exist 4 survive
2 last 5 characterise
3 below freezing

Writing & Speaking

4 **Aim** To write about different types of climates

- Explain the task and divide the class into small groups.
- Ask Ss to look up information in textbooks, encyclopaedias or the Net using the key words.
- Ss work in groups and write a short text using the information they have collected.
- Encourage Ss to use pictures with their presentations.
- Invite groups to present their work to the class.

Suggested Answer Key

Warm temperatures and lots of rain characterise the **tropical rainforest climate**. It rains over 1,800 mm a year. Countries near the equator have a tropical rainforest climate. There is no dry season and the average temperature is 30°C every day.

The Mediterranean climate is hot and dry in summer. The winters are cool and rainy. Countries around the Mediterranean Sea, parts of California, USA, western and southern Australia, southwest South Africa and central Chile have a Mediterranean climate.

Language Review 4

- | | | | |
|---|-----------------|---------------|----------------|
| 1 | 1 foggy | 3 sunny | 5 windy |
| | 2 freezing cold | 4 snowy | 6 rainy |
| 2 | 1 chilly | 4 sightseeing | 7 parade |
| | 2 sights | 5 malls | 8 survive |
| | 3 boots | 6 map | 9 tired |
| 3 | 1 socks | 2 beach | 3 shoes |
| | | | 4 display |
| 4 | 1 flea | 5 fried | 9 below |
| | 2 roller | 6 high | 10 snow-capped |
| | 3 half | 7 traditional | |
| | 4 amusement | 8 fireworks | |
| 5 | 1 in | 3 in | 5 on |
| | 2 at | 4 at | 6 of |
| | | | 7 from |

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 go.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

People can buy **second-hand clothes** at Camden Market.

You can see the sights in Puebla on a **tour bus**.

You can **get lost** without a map to follow.

There are **snow-capped mountains** on the way to Puebla.

People can ride on a **roller coaster** at the Mall of America.

Tom is **tired of** shopping. He wants to go home.

Tourists can **follow a map** around the city.

Low temperatures characterise the tundra climate.

It's **freezing cold** at night in the desert.

People **watch a parade** and **dance in the streets** at carnival time.

Children like to **paint their faces** at the festival.

Quiz

Answer Key

- 1 T
- 2 F (It takes place in Thailand.)

- 3 T
- 4 F (No, they can't.)
- 5 T
- 6 F (It's in London.)
- 7 T
- 8 F (Yes, there is.)

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 4 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 People at Holi light bonfires, dance, sing and throw coloured powder at each other.
- 2 Jaipur is in Morocco.
- 3 You can eat fried insects at the Camden Stables Market.
- 4 The Chatuchak Weekend Market as got 15,000 stalls.
- 5 The Mall of America is in Michigan.
- 6 At the Parque Ecológico you can see lots of plants and animals.
- 7 There are forts in Puebla.
- 8 The festival of colours is in summer.

Answer Key

- 1 T
- 2 F (It's in India.)
- 3 F (You can eat fried insects at the Chatuchak Weekend Market.)
- 4 T
- 5 F (It's in Minnesota.)
- 6 T
- 7 T
- 8 F (It's in spring.)

Skills 4

Reading

- 1 a) **Aim** To understand the task

- Give Ss time to read the rubric.
- Read through the **Study skills** box and explain/ give examples of negative words. e.g. rarely, never, seldom, scarcely

- b) **Aim** To skim/scan a text

- Explain to Ss that by skimming a text (reading through it very quickly) we can get a better idea of what the text will be about.
- Tell Ss that when skimming a text, they should read the title, any sub-headings and the first and last sentences.

Module 4

- Give Ss one to two minutes to skim the text.
- Read through the **Study Skills** box and then have Ss scan the sentences to find any negative words and then complete the task.
- Check Ss' answers.

Answer Key

Negative words: non-human, problems, don't, too, hardly, shouldn't, too much

2 T 3 F 4 T 5 F 6 T

Speaking

2 a) **Aim** To read directions carefully

- Have Ss read through the rubric and then answer the question.
- Read out the second **Study skills** box.
- Explain to Ss that it is very important to read instructions carefully and to underline any key words that can help Ss to complete the task.

Answer Key

My English-speaking friend is visiting me and I must choose which of the three restaurants to take him/her to.

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

- Have Ss read through the instructions and the paragraph.
- Play the recording. Ss listen, read and fill in the gaps. Play the recording again if necessary.
- Elicit answers from various Ss.

Answer Key

1 C 4 stylish 7 busy 10 traditional
2 popular 5 fast 8 loud 11 older
3 modern 6 lively 9 nice

c) **Aim** To consolidate a text

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

Answer Key

He says restaurant C is popular with young people, modern and stylish, the service is fast and the atmosphere is lively. He rejects the other two places because he thinks they are too traditional and would suit older people more than younger people.

Listening

3 a) **Aim** To identify key words

- Have Ss read the instructions and then underline key words in the statements.
- Check Ss' answers and then have Ss work in pairs to find synonyms for the key words.
- List Ss' synonyms on the board to check answers.

Suggested Answer Key

- 1 summer/hot season, temperatures/weather, cold/chilly, rains/pours/storms, daytime/day
- 2 not last/short, warm/mild, favourite/beloved/liked
- 3 a month/30 days/four weeks, aren't warm/are cool
- 4 inside/indoors, outside/outdoors
- 5 gardens/lawns and flowers, small/tiny, plant/greenery, special/particular, grass/lawn

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

- Give Ss time to read through the extract.
- Have Ss answer the questions in the rubric.

Answer Key

- 1 B is the correct answer because the speaker says 'nights in summer are always hot'
- 2 A is wrong because the speaker says 'around 35°C' NOT 'over 35°C', C is wrong because the speaker says 'very few showers', D is wrong because the speaker says 'around 35°C' NOT 'between 30°C and 35°C'
- 3 rains – showers, daytime – during the day, at night – nights

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

- Play the recording. Ss listen and take notes.
- Give Ss enough time to answer the questions and check answers around the classroom.

Answer Key

1 B 2 C 3 B 4 C 5 C

Writing

4 a) **Aim** To brainstorm vocabulary

- Read through the rubric as Ss follow along.
- Give Ss a few minutes to brainstorm ideas under the headings.

Answer Key

Key words: English friend, weather in summer, what people do, what you like doing, write an email, 40-50 words

Suggested Answer Key

weather: hot and sunny, freezing cold, warm, windy, etc.

activities: go swimming, go for a walk, go sailing, etc.

reasons: have fun, keep fit, spend time outdoors, etc.

b) **Aim** To write an email

- Give Ss time to read through the plan.
- Allow Ss enough time to write their letters using their ideas from Ex. 4a and following the plan.
- Alternatively, assign the task as HW.

- Have Ss proofread each other's work and invite some Ss to read their letters to class.

Answer Key

Dear Paul,

Hi! How are you?

The weather in Turkey in summer is usually nice. It's hot and sunny and people often go to the beach, have picnics and go swimming. I like summer because I like to spend time outdoors with my friends and family.

What about you? What do people in your country like to do in the summer?

Write soon,

Mark

Russia **4**

Reading & Listening

- 1 a) **Aim** To look at pictures and suggest answers

- Have Ss look at the pictures.
- Elicit answers from the class.

Answer Key

From these ingredients you could make a stew or soup like Borscht.

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

- Play the recording.
- Have Ss check their answers.

- 2 **Aim** To read for information

- Have Ss read the text.
- Elicit responses from the class.

Answer Key

- 1 Borscht is a soup.
- 2 Meat, tomato, juice, beetroot, carrots, cabbage, potatoes, parsnips, celery, onions and garlic.
- 3 People eat it with bread and sour cream.
- 4 Cook the ingredients and simmer for an hour.

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

Suggested Answer Key

national dish (phr): a dish that represents a country because it is typically eaten by a lot of people

delicious (adj): very tasty

depend on (v): to be determined by sth

season (n): one of four different time/weather periods of the year

contain (v): to have within it

vegetables (n): plants we can eat

sour cream (n): a type of dairy product

boil (v): to cook sth in hot liquid

tender (adj): soft

remove (v): to take sth away from somewhere

pot (n): a cooking container

peel (v): to remove the skin from sth with a knife

chop (v): to cut sth into smaller pieces

broth (n): a type of soup

flake (v): to break sth into small thin pieces

simmer (v): to cook sth on a low heat

- 3 **Aim** To consolidate new vocabulary

- Make Ss learn the key words in box.
- Elicit answers to completed sentences.

Answer Key

- | | |
|-----------------|--------------|
| 1 national dish | 3 vegetables |
| 2 delicious | 4 sour cream |

Speaking & Writing

- 4 **Aim** To practise speaking

- Split Ss into pairs.
- Have them describe how to make Borscht!

(Ss' own answers)

- 5 **Aim** To personalise a topic

- Ss think of a different recipe.
- Ss present their dish to the class.

Answer Key

Pelmeni is also a popular Russian dish. It is made from dough and the filling consists of minced beef or pork. This filling is mixed with grated onion, salt and pepper.

- 1 Mix water, an egg, some flour and salt to make a dough.
- 2 Mix the beef or pork with an onion and salt and pepper.
- 3 Cut the dough into small pieces, roll into small circles, put a teaspoon of filling into each one, fold and pinch the edges.
- 4 Boil for 3-4 minutes. Serve with sour cream.