

Module 5

Life in the past

Topic

In this module, Ss will learn about life in the past, ancient cities and ancient civilisations.

Modular page

79

Lesson objectives: To give an overview of the module, to talk about places, to listen for specific information

Vocabulary: Places (*pool, theatre, beach, park, zoo, gym, library, fast food restaurant, opera house, aquarium, supermarket*)

5a Long Ago

80-81

Lesson objectives: To learn *was/were*, to learn adjectives and opposites, to listen and read for gist, to learn *had*, to write about Pompeii

Vocabulary: Places (*theatre, post office, café, restaurant, department store, baker's, car park, hotel, bookshop, museum, hospital, block of flats, clothes shop, grocer's*); Verbs (*destroy, bury*); Nouns (*volcano, forum, temple, public baths, eruption, ash*); Adjective (*busy*); Phrases (*ancient city, narrow street, full of, running water*)

5b Ancient Civilisations

82-83

Lesson objectives: To read for specific information, to learn *could*, to listen for specific information, to learn the past simple of regular verbs, to pronounce /t/, /d/, /ɪd/, to talk about the past, to write a T/F quiz about the Aztecs

Vocabulary: Ancient Egyptians (*ruled, played board games, played music, fished, worked as farmers/artists, had boats and transported goods, could build pyramids, lived in houses made of mud bricks, hunted, attended school*)

5c Culture Corner

84

Lesson objectives: To read for specific information, to write about the 1960s

Vocabulary: Nouns (*band, radio station, dance hall, fad, floral print, hippy style, craze, moon*); Adjectives (*crazy about, shocked, fashionable, popular*); Phrases (*latest fashion, big hit*)

5d Everyday English

85

Lesson objectives: Talking about childhood memories, to pronounce /æ/, /ɑ:/, /ɪ/, /i:/, /ʊ/, /ɔ:/ (minimal pairs)

Vocabulary: Childhood activities (*played outside all day, delivered newspapers, had fancy dress parties, walked the dog, helped my parents with chores*); Phrases (*It looks great. What was it like? It was a lot of fun. It sounds like a great place to grow up. Do you miss it?*)

5e Lost Cities

86-87

Lesson objectives: To listen and read for gist and specific information, to learn adjectives and their opposites, to talk and write about Machu Picchu

Vocabulary: (*baths, fountain, storage rooms, palace, park, temple, tower, wall, bridge, pyramid, houses*); Verbs (*date back, destroy, constructed, grew*); Nouns (*emperor, earthquakes, astronomers*); Adjectives (*thick, strong, beautiful, tall, huge, ancient, small, modern, thin, weak, ugly, terraced, running*); Adverb (*exactly*)

5f Legendary Figures

88-89

Lesson objectives: To read for specific information, to learn the past continuous, to write about a legendary figure

Vocabulary: Verb (*free*); Phrasal verb (*turn into*); Nouns (*mythology, wizard, advisor, cloak, intelligence, guardian, noblemen, sword*); Adjective (*stuck*); Phrases (*fascinating figures, magical powers, ancient myths, fight battles, foreign enemies, had a vision, local tournament, medieval stories*)

5g Skills

90

Lesson objectives: To listen for specific information, to talk about films, to ask about/express likes/dislikes

Vocabulary: Types of film (*fantasy, action, thriller, adventure, science-fiction, romance, animated, comedy, superhero, musical, horror, western*); Adjectives (*boring, interesting, sad/depressing, funny, exciting/amazing, frightening/scary*); Phrases (*It was great, I loved it, I quite liked it, It wasn't very good, It was boring, I didn't like it*)

5h Writing

91

Lesson objectives: To read for specific information, to recommend a film, to write an informal email about a film

Vocabulary: Adjectives (*good, bad, boring, sad, funny, frightening, exciting, amusing, dull, depressing, scary, great, thrilling, terrible*)

5i Curricular: History**92**

Lesson objectives: To listen and read for specific information, to prepare a presentation on Native American Tribes

Vocabulary: Verbs (*arrive, respect, protect*); Nouns (*continent, native tribe, canoe, hunting, trading, animal skin, sled, buffalo*); Adjective (*wooden*); Phrasal Verb (*look after*)

Language Review 5**93**

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

Skills 5**94-95****Russia 5****96**

Lesson objectives: To listen and read for specific information, to practise saying years, to write about Catherine the Great

Vocabulary: Verbs (*marry, develop, improve*); Nouns (*army officer, governor, private teacher, nanny, empress, rules, reign, power, direction, education, stroke*); Adjectives (*wealthy, sole*)

►► What's in this module?

Read the title of the module *Life in the past* and ask Ss to suggest what they think it means (*lifestyles a long time ago*). Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary**1 Aim To present vocabulary for places**

Draw Ss' attention to the pictures and the words in the box. Explain/Elicit the meanings of any unknown words. Elicit what Ss can/can't see in the pictures.

Suggested Answer Key

I can see a park, a zoo, and an aquarium, but I can't see a pool, a theatre, a beach, a gym, a library, a fast food restaurant, an opera house or a supermarket.

2 Aim To listen for specific information

- Explain the task. Ss listen and circle the correct words.
- Check Ss' answers.

Answer Key

1 zoo 2 theatre 3 home

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

Ask Ss to think about where they were yesterday afternoon and tell their partner. Ask various Ss to report to the class.

Suggested Answer Key

*I was at a fast food restaurant.
I was at the beach.*

5a Long ago

Vocabulary

- 1 **Aim** To present vocabulary for places in a town
Play the recording. Ss listen and repeat either chorally and/or individually.

Grammar

- 2 **Aim** To present the past simple of the verb 'to be' – *was/were*
- Ask two Ss to read out the exchange.
 - Explain that we use *personal pronoun + was/were* in the affirmative, *was/were + personal pronoun* in questions and *Yes + personal pronoun + was/were* in positive short answers in the past simple of the verb 'to be'. We form the negative with *personal pronoun + wasn't/weren't* and negative short answers with *No + personal pronoun + wasn't/weren't*. Go through the table and read out all persons. Elicit answers to fill in the gaps in the table.

Answer Key

1 was 2 Were 3 wasn't

- 3 **Aim** To practise the past simple of the verb 'to be'
- Explain the task. Allow Ss time to complete the task.
 - Check Ss' answers.

Answer Key

1 was 4 wasn't 7 weren't 10 was
2 was 5 were 8 were
3 Was 6 Were 9 were

- 4 **Aim** To practise sentences in the past simple of the verb 'to be'
- Direct Ss' attention to the pictures. Tell them that they are of places that were on Kingsley Street 50 years ago.
 - Ask Ss to tell their partner what there *was/wasn't* on Kingsley Street 50 years ago.
 - Ask Ss to use the vocabulary from Ex.1.
 - Monitor the activity around the class. Ask various pairs to report back to the class.

Suggested Answer Key

There was a grocer's on Kingsley Street 50 years ago. There wasn't a supermarket.
There was a clothes shop on Kingsley Street 50 years ago. There wasn't a department store.
There was a café on Kingsley Street 50 years ago. There wasn't a hotel.

There was a baker's on Kingsley Street 50 years ago. There wasn't a restaurant.
There was a bookshop on Kingsley Street 50 years ago. There wasn't a hospital.

Listening & Reading

- 5 **Aim** To introduce the topic of a text and read for gist
- Direct Ss' attention to the title and picture. Elicit what Ss know about the city.
 - Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

Pompeii was an ancient city in Italy.
In the 79AD Pompeii was destroyed by an eruption from mount Vesuvius.

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

Suggested Answer Key

ancient city (n): a city belonging to a period in history a long time ago
volcano (n): a mountain from which lava sometimes erupts
busy (adj): full of activity
narrow street (n): road that isn't wide
full of (phr): filled with
forum (n): an ancient square in Roman towns
temple (n): a place of worship
public baths (n): places for people to wash, swim
running water (n): flowing water
eruption (n): explosion from a volcano
destroy (v): to cause a great damage to sth
bury (v): to cover sth with earth
ash (n): grey substance left after something is burnt

- 6 **Aim** To present opposite adjectives
- Read the adjectives aloud and refer Ss back to the text. Explain the task and allow Ss time to complete it.
 - Check Ss' answers.

Answer Key

empty ≠ full private ≠ public
wide ≠ narrow small ≠ large
modern ≠ ancient unlucky ≠ lucky

Grammar

- 7 a) **Aim** To present the past simple of the verb 'to have' – *had*
- Explain that we form the past simple affirmative of *to have* with *personal pronoun/ noun + had*, the negative with *personal pronoun/ noun + didn't have* and questions with *Did + personal pronoun/noun + have* in all persons. Short answers are formed with *Yes/No + personal pronoun + did/ didn't*.
 - Ask Ss to read the table and elicit examples from the text.

Answer Key

... had running, water ...
 ... had bakers', restaurants and even a hotel ...

- b) **Aim** To practise the past simple of 'to be' and 'to have'

Explain the task and allow Ss time to complete it. Remind Ss to refer to the text for the information to help them. Then check Ss' answers around the class.

Answer Key

1 wasn't	4 were	7 didn't have
2 weren't	5 were	8 had
3 was	6 had	9 didn't have

Speaking & Writing

- 8 **Aim** To consolidate information from a text

Allow Ss three minutes to write about Pompeii and what life was like in the city, and then ask various Ss to read their sentences to the class.

Suggested Answer Key

Pompeii was a beautiful and busy city. It had many buildings and narrow streets. There was a large amphitheatre, temples and public baths. It had a large marketplace and a forum.

5b Ancient Civilisations**Listening & Reading**

- 1 **Aim** To present vocabulary related to ancient civilizations

Direct Ss' attention to the pictures. Play the recording for Ss to repeat chorally or individually. Check Ss' pronunciation and intonation. Elicit the L1 equivalents from various Ss around the class.

(Ss' own answers)

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

- Direct Ss' attention to the pictures again. Then read out the sentences and elicit whether Ss think they are true or false.
- Play the recording. Ss listen and follow the text in their books to check their answers.

Answer Key

1 T 2 T 3 F 4 T

Grammar

- 3 a) **Aim** To present the past simple of 'can' – could

Focus Ss' attention on the table. Read the table aloud and elicit an example from the text.

Answer Key

Only wealthy boys could attend school.

- b) **Aim** To practise the past simple of 'to have' and 'can'

- Explain the task. Ask Ss to refer to the text to help them complete the sentences. Allow Ss time to complete the exercise.
- Check Ss' answers.

Answer Key

2 had	4 didn't have	6 didn't have
3 could	5 couldn't	

Listening

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

- Explain the task. Play the recording. Ss listen and complete the exercise.
- Check Ss' answers.
- Ask Ss to write complete sentences in their notebooks, as in the example. Check Ss' answers.

Answer Key

1 play football ✓	3 read X	5 play the piano X
2 swim ✓	4 write X	6 ride bikes X

The ancient Romans could swim.

The ancient Romans couldn't read.

The ancient Romans couldn't write.

The ancient Romans couldn't play the piano.

The ancient Romans couldn't ride bikes.

- 5 **Aim** To practise *could* in questions with short answers

- Explain the task. Ss work in pairs and ask and answer using the verbs from Ex. 4 with *could* using questions and short answers.
- Monitor the activity around the class, and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *Could you swim at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you read at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you write at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you play the piano at the age of six?*

B: *Yes, I could./No, I couldn't.*

A: *Could you ride a bike at the age of six?*

B: *Yes, I could./No, I couldn't.*

Grammar

- 6 a) **Aim** To present the past simple (affirmative/negative) for regular verbs

Go through the table and elicit how we form the past simple affirmative and negative of regular verbs.

Answer Key

We form the affirmative by adding **-ed** to the main verb and we form the negative with **noun/pronoun + didn't + base form of the main verb**.

- b) **Aim** To present the spelling rules of the past simple for regular verbs

Read the theory box aloud and explain the spelling rules of the past simple for regular verbs. Elicit examples from the text.

Answer Key

+ **-ed**: worked, hunted, fished, transported, played;
e + **-d**: lived, ruled; -y + **-ied**: studied

Pronunciation

- c) **Aim** To practise the spelling rules of the past simple and to pronounce /t/, /d/, /ɪd/

- Explain the task.
- Elicit the spelling of the past simple of the verbs in the list and write on the board.
- Play the recording. Ss listen and complete the task.
- Play the recording again. Ss listen and repeat chorally or individually.

Answer Key

	/t/	/d/	/ɪd/
1 arrived		✓	
2 existed			✓
3 played		✓	
4 designed		✓	
5 asked	✓		
6 hurried		✓	
7 wanted			✓
8 stopped	✓		
9 travelled		✓	
10 discovered		✓	

- 7 a) **Aim** To practise the past simple (affirmative)

Explain the task. Allow Ss time to complete it. Check Ss' answers around the class.

Answer Key

1 lived	3 travelled	5 discovered
2 worked	4 designed	6 played

- b) **Aim** To practise the past simple (affirmative/negative)

- Explain the task and read out the example. Ss complete the task.
- Ask various Ss to read out the answers to the class.

Answer Key

- 2 No. They didn't work as sailors. They worked as traders.
3 No. They didn't design aeroplanes. They designed ships.
4 No. Erik the Red didn't discover China. He discovered Greenland.

- 8 a) **Aim** To present the past simple (interrogative and short answers)

Go through the table and elicit how we form questions and short answers in the past simple for regular verbs.

Answer Key

We form questions in the simple past with **Did + personal pronoun/noun + base form of the verb**. We answer in the short form with **Yes/No + personal pronoun + did/didn't**.

- b) **Aim** To practise questions in the past simple

- Explain the task and read out the example. Refer Ss back to the text in Ex. 2. Ss work in pairs to complete the task. Monitor the activity around the class.
- Ask various pairs to ask and answer in front of the class.

Answer Key

A: Did they work as farmers?	A: Did they play football?
B: Yes, they did.	B: No, they didn't.
A: Did they fish on the river?	A: Did ancient Egyptian girls attend school?
B: Yes, they did.	B: No, they didn't.
A: Did they sail boats?	
B: Yes, they did.	
A: Did they play music?	
B: Yes, they did.	

Speaking & Writing

- 9 **Aim** To practise talking about the past

- Direct Ss' attention to the pictures on p. 82. Ss work in pairs to tell each other about the ancient Egyptians using the pictures.
- Monitor the activity around the class. Ask various pairs to report back to the class.

Suggested Answer Key

... River Nile. Pharaohs ruled the people. The Egyptians worked as farmers and artists. They had boats and transported goods and fished on the river. They lived in small houses. They could build pyramids. They played board games and music.

10 **Aim** To write a T/F quiz about an ancient civilisation

- Ss work in groups. Ask Ss to look up information on the Internet or in encyclopaedias/other reference books. Tell them to use the key phrase *the Aztecs*.
- Allow Ss time to collect their information and write their quiz. Alternatively, assign the task as HW.
- Groups swap their quizzes and do them, then report back to the class.

Suggested Answer Key

- 1 *The Aztecs lived in central Mexico. (T)*
- 2 *They had a great empire in the 20th century. (F – They had a great empire in the 14th, 15th and 16th centuries.)*
- 3 *They were fishermen. (F – They were farmers.)*
- 4 *They used beans as money. (T)*
- 5 *Girls stayed at home to help with cooking and cleaning. (T)*
- 6 *They played card games. (F – They played board games.)*

5c Culture Corner

Listening & Reading

1 **Aim** To introduce the topic

Direct Ss' attention to the pictures. Elicit answers to the question in the rubric from various Ss around the class.

Suggested Answer Key

The pictures tell us that back in the 1960s, the British had TVs and that man landed on the moon. They also show us that the British listened to The Beatles and dressed in colourful clothes.

2 **Aim** To read for specific information

- Allow Ss time to read the text and complete the sentences.
- Play the recording. Ss listen and follow the text in their books to check their answers.

Answer Key

- 1 *... rock music./rock and roll bands.*
 - 2 *... The Beatles and The Rolling Stones.*
 - 3 *... dance halls.*
 - 4 *... mini skirts and boots.*
 - 5 *... long.*
 - 6 *... television.*
 - 7 *... live pop music.*
 - 8 *... walked on the moon.*
- Ask Ss to explain/elicite the meaning of the words from the **Check these words** box.

Suggested Answer Key

crazy (about) (adj): very fond of
band (n): a group of musicians who perform together
radio station (n): a channel on the radio
latest fashion (phr): most recent clothing trend
dance hall (n): a place where people go to dance
fad (n): a short-lived trend
shocked (adj): surprised
fashionable (adj): being in style
floral print (n): fabric with pictures of flowers printed on it
hippy style (n): a style of clothing from the 1960s youth movement that includes bell-bottom pants, tie-dyed T-shirts, beads and colourful clothing
popular (adj): liked by many people
big hit (phr): a big success
craze (n): a fad
moon (n): a celestial body that orbits the earth

3 **Aim** To introduce new vocabulary

- Direct Ss' attention to the words in bold. Explain the task. Ss complete it.
- Check Ss' answers.

Answer Key

crazy about: enthusiastic about
latest: most recent
shocked: very surprised
hits: successes
craze: fashion

Speaking & Writing

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

- Direct Ss' attention to the pictures. Allow Ss time to write notes about the '60s.
- Ask various Ss to tell the class about the '60s using their notes.

Suggested Answer Key

... They loved The Beatles and The Rolling Stones. Boys wore leather jackets and jeans and girls wore mini skirts and boots. The hippy style was popular, too. People had televisions and they watched Neil Armstrong walk on the moon in 1969.

5 **Aim** To personalise the topic of a text

- Allow Ss three minutes to write their sentences. Monitor the activity around the class.
- Ss tell their partner. Ask various Ss to report back to the class.

Suggested Answer Key

In the '60s in the UK, young people listened to music on BBC Radio One. Today in my country, we have MP3 players. The fashion is also different. In the '60s in the UK, the hippy style was popular, but today in my country, most people wear jeans and less colourful clothes. In the '60s, in the UK, they liked going to cinemas to watch films. Today, in my country, people still go to the cinema, but they also watch DVDs at home or films on the Internet.

5d Everyday English

Speaking

1 **Aim** To talk about childhood memories

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally and/or individually.
- Elicit which of the activities Ss did as children.

Suggested Answer Key

I played outside all day. I walked the dog. I didn't have fancy dress parties. I didn't deliver newspapers. I helped my parents with the chores.

Listening & Reading

2 a) **Aim** To practise pronunciation and intonation of situational language

Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' pronunciation and intonation.

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

- Read out the question in the rubric.
- Play the recording. Ss listen and follow the dialogue in their books.
- Elicit answers from Ss around the classroom.

Answer Key

Paul's mum lived in an old house in the country.

3 **Aim** To learn synonymous phrases

- Read the phrases aloud. Ss scan the text to find their synonyms.
- Elicit the synonymous phrases from Ss around the class.

Answer Key

Do you wish you could go back? – Do you miss all that?

It must be a good life for children. – It sounds like a great place to grow up.

Yes, I didn't want to move. – Yes, I was sorry when...

Pronunciation

4 **Aim** To pronounce /æ/-/ɑ:/, /ɪ/-/i:/, /ʊ/-/u:/ (minimal pairs)

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

Answer Key

	/æ/	/ɑ:/		/ɪ/	/i:/		/ʊ/	/u:/
hat	✓		sit	✓		pot	✓	
heart		✓	seat		✓	port		✓
park		✓	sheep		✓	spot	✓	
pack	✓		ship	✓		sport		✓

Speaking

5 **Aim** To role-play talking about childhood memories

- Explain the task. Remind Ss that they can use the dialogue in Ex. 2 as a model.
- Ss complete the task in pairs following the plan and answering about themselves. Monitor the activity around the class. Ask various pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: Did you live here as a child?

B: No, I lived in the countryside.

A: Did you like it?

B: Yes, I did. I used to play outside all day long.

A: That sounds great.

B: Yes, it was. What about you?

A: I lived in a small town by the sea.

B: How was that? Was it boring?

A: It was great. I played on the beach all day.

5e Lost Cities

Listening & Reading

1 a) **Aim** To introduce the topic and stimulate interest in the text

Direct Ss' attention to the heading and the picture. Ask what they know about this place. Ask what they would like to know about it. Elicit a variety of questions and write two of them on the board.

Suggested Answer Key

Machu Picchu is an ancient Inca city in the Andes in Peru. I would like to know: Who built it? How many people lived there?

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

Play the recording. Ss listen and follow the text in their books to see if their questions are answered.

Suggestion Answer Key

The Incas built it.

Hundreds of people lived there.

BACKGROUND INFORMATION

Peru is a country in western South America. The capital city is Lima and the population is 29 million people. The people speak Spanish. It has a rich history that includes the Inca civilisation.

The **Andes Mountains** are the world's longest mountain range. It is over 7,000 km long and 200-700 km wide. The highest point is Aconcagua at 6,962 m above sea level.

Hiram Bingham (1875-1956) was an American explorer. He was born in Hawaii and he studied at Yale and Harvard universities. He was a lecturer at Yale when he visited Peru and rediscovered Machu Picchu in 1911 with the help of a local guide.

- 2 **Aim** To recognise the main idea in a paragraph

- Read the **Study skills** box aloud. Explain the task. Remind Ss that one of the headings doesn't match.
- Allow Ss time to read the text and complete the exercise.
- Check Ss' answers.

Answer Key

1 C 2 B 3 D

- 3 **Aim** To present and practise dictionary use

- Read the **Study skills** box aloud. Explain the task. Do the first word as an example and elicit the information given in the dictionary from Ss around the class.
- Ss complete the rest of the exercise. Check Ss' answers.

Suggested Answer Key

date back (phr v): to have origin in

emperor (n): a man who rules a number of countries

earthquake (n): the shaking of the earth's surface

destroy (v): to damage sth very badly so that it cannot be used

astronomer (n): a scientist who studies stars and planets

construct (v): to build

terraced (adj): (of land) built in step-like rows on a slope

grow (v): to plant seeds and look after the plants as they get bigger

Vocabulary

- 4 **Aim** To introduce vocabulary for structures

- Direct Ss' attention to the picture. Explain the task. Allow Ss time to complete it.
- Check Ss' answers and elicit the L1 equivalents.

- Allow Ss time to read the text again and ask them to use the vocabulary to make sentences about Machu Picchu.
- Check Ss' answers around the class.

(Ss' own answers)

Answer Key

baths – 4, fountain – 7, storage rooms – 9, palace – 2, park – 10, temple – 1, tower – 8, wall – 5, bridge – 6, pyramid – 11, houses – 3

Suggested Answer Key

There was running water and **fountains** in Machu Picchu.

There were **storage rooms** in Machu Picchu.

There was a beautiful **palace** for the emperor.

There was a **park** in Machu Picchu.

There was a **temple**.

There was a tall **tower**.

The buildings had thick **walls**.

There was a **bridge**.

There was a huge **pyramid**.

There were about 150 **houses** in Machu Picchu.

- 5 a) **Aim** To present adjectives and their opposites

- Check that Ss understand what an opposite is by eliciting the opposite of some adjectives (e.g. *old* – *young*, *long* – *short*, etc). Explain the task.
- Ss complete the task. Check Ss' answers.

Answer Key

1 thin 3 ugly 5 small
2 weak 4 small 6 modern

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

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

Answer Key

1 storage 3 thick 5 running
2 terraced 4 ancient 6 stone

- 6 **Aim** To practise asking and answering questions about past events

- Explain the task to Ss and have two Ss read through the example aloud.
- Allow Ss time to complete the task with a partner.
- Monitor the language used by walking around the room.

Answer Key

2 A: What did he discover?

B: He discovered Machu Picchu.

3 A: Who lived there?

B: The Incas lived there.

4 A: When did the Incas build Machu Picchu?

B: The Incas built Machu Picchu in 1436.

- 5 A: *What buildings survived?*
 B: *Many buildings survived, including homes, a palace, a pyramid, a tall tower, temples, storage rooms and baths.*
- 6 A: *Did earthquakes destroy them?*
 B: *No, they didn't.*
- 7 A: *What did Inca farmers construct?*
 B: *They constructed terraced fields.*

Speaking & Writing

- 7 **Aim** To practise making statements and agreeing/disagreeing with them

- Explain the task and have Ss read through the examples aloud.
- Give Ss time to complete the task.
- Monitor language use.

Answer Key

- 3 A: *Hiram Bingham discovered Machu Picchu in 1912.*
 B: *Wrong! He discovered Machu Picchu in 1911.*
- 4 A: *The Incas lived there.*
 B: *Correct! The Incas lived there.*
- 5 A: *Earthquakes destroyed the buildings.*
 B: *Wrong! Earthquakes didn't destroy them.*
- 6 A: *Many buildings survived.*
 B: *Correct! Many buildings survived.*
- 7 A: *Farmers constructed terraced fields.*
 B: *Correct! They constructed terraced fields.*
- 8 A: *Incas were clever people.*
 B: *Correct! Incas were clever people.*

- 8 **Aim** To consolidate information in a text

- Explain the task and allow Ss three minutes to complete it.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I saw lots of buildings. I found a pyramid and a palace. There were baths and fountains and even a park. etc

5f Legendary Figures

Listening and Reading

- 1 **Aim** To test general knowledge

Elicit from Ss what they know of the legend of Merlin.

Suggested Answer Key

I know that Merlin was a mythical wizard that lived in Britain. He was supposedly very powerful and an advisor to kings. It was believed that he could change his shape in things like clouds or birds. He also created a contest to see who would become king by removing the sword Excalibur from a stone.

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

- Play the recording for Ss.
- Elicit the correct answers from members of the class.

Answer Key

- A *Merlin used to give advice to King Uther, Arthur's Father.*
 B *Merlin became Arthur's guardian and teacher. Later he became his special advisor.*
 C *Excalibur is the sword that Merlin placed in a stone in order to find the true king.*

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

- Allow Ss time to read through the text and answer the following questions in the exercise.
- Elicit the answers and write them on the board.

Answer Key

- 1 B 2 C 3 C 4 D

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

Allow Ss time to read through the text again to locate the required information.

Answer Key

Then Arthur, who was looking for a sword for a local tournament, saw the sword and lifted it out easily.

- 3 a) **Aim** To identify and construct key phrases.

- Give Ss time to link the key words to form phrases, then complete the sentences.
- Read through the text once more to elicit the correct answers.

Answer Key

- 1 E 2 D 3 B 4 C 5 A
- 1 *magical powers* 4 *Ancient myths*
 2 *local tournament* 5 *medieval stories*
 3 *foreign enemies*

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

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

Answer Key

- 1 *had* 2 *fight* 3 *choose* 4 *put*

Grammar

- 4 **Aim** To present the past continuous

- Read through the table with Ss.
- Have Ss identify examples of past continuous actions from the text.

Answer Key

... were fighting great battles.
 ... was growing up...
 ... was looking for a sword

5 Aim To practise the past continuous

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

Answer Key

1 was blowing 4 was fishing
 2 was playing 5 was sleeping
 3 was cooking, was doing

6 Aim To practise asking/answering questions using the past simple

Allow Ss some time to do the task. Check Ss' answers around the class.

Suggested Answer Key

- I was doing my homework at 5 o'clock yesterday afternoon.
- I was having an English lesson this time yesterday.
- I was playing basketball at 10 o'clock last Sunday morning.
- I was surfing the Net at 8 o'clock yesterday in the evening.

7 Aim To practise using the past simple and the past continuous

- Explain the task and have two Ss read out the example.
- Have Ss complete the task in pairs.
- Monitor and correct language.

Answer Key

1 got 4 was walking
 2 found 5 were driving
 3 were cleaning, were having

Speaking & Writing**8 Aim** To read for specific information and present your findings.

- Give the Ss time to read through the text once more and identify three things about Merlin.
- Have the Ss present their findings to the class.

Suggested Answer Key

Merlin was apparently only half human; the son of a woman and a demon!

Merlin was an advisor to kings such as Uther and Arthur.

Merlin became Arthur's guardian and teacher when Arthur was young.

9 Aim To encourage Ss to think more about a topic

- Give Ss 3 minutes to write several sentences on why they think Merlin is a popular legendary figure.
- Have Ss present their ideas to the entire class.

Suggested Answer Key

I think that Merlin is a popular legendary figure because he had many magical powers and could apparently change form. Also, he helped many kings in Britain fight against their enemies from abroad. He is also the person responsible for looking after the legendary King Arthur and organising the famous competition using the sword Excalibur.

10 Aim To personalise and expand upon a topic

- Give Ss the time to think of and research a legendary figure from history.
- Ss then present their findings to their classmates.

Suggested Answer Key

One very famous legendary figure is that of Robin Hood. Robin is famous for his gallantry, robbing the rich to feed the poor and fighting against injustice and tyranny in Britain.

The stories of Robin portray him as a fearless outlaw leading his band of merry men against the tyranny of Prince John, The Sheriff of Nottingham and Sir Guy of Gisbourne. A brilliant archer, Robin lived a life of adventure - poaching the King's deer from the outlaws' retreat in Sherwood Forest.

Stories about the adventures of Robin have been told and retold for over six hundred years. It is thought that Robin Hood may have even been a real character!

5g Skills**Vocabulary****1 a) Aim** To present types of films

- Go through the list of types of films and explain/ elicit the meaning of any which are unknown.
- Ss complete the task. Check Ss' answers.
- Point out that some types of film do not need the word 'film' after them (e.g. fantasy, comedy, thriller, etc).

Answer Key

1 B 2 G 3 D 4 A 5 I

Suggested Answer Key

Spectre is an adventure film.

1 Furious 7 is an action film.

Module 5

- 2 Minions *is an animated film.*
- 3 Cinderella *is a fantasy film.*
- 4 Ant-Man *is a superhero film.*

b) **Aim** To recognise a type of film from a musical extract

- Explain the task. Play the recording. Ss listen and identify the types of films.
- Check Ss' answers.

Answer Key

- 1 science fiction 2 western

2 **Aim** To present adjectives and practise using them to describe films

- Go through the adjectives and explain/ elicit what each means.
- Explain the task and ask two Ss to act out the example exchange to the class.
- Ss complete the task in pairs. Monitor the activity around the class. Ask various pairs to act out their dialogue in front of the class.

Suggested Answer Key

- A: *What type of films do you like?*
 B: *I like adventure films because they are exciting. How about you?*
 A: *I like horror films because they are scary.*

Listening

3 **Aim** To listen for specific information

- Read the **Study skills** box aloud. Ask Ss to follow its instructions. Elicit the key words in the sentences. (A: *spend all my money*; B: *only go, at weekends*; C: *like all types*; D: *hard to stay awake*; E: *never go*; F: *important part of my life*)
- Play the recording. Remind Ss that there is one sentence that doesn't match. Ss listen and match the sentences to the speakers.
- Check Ss' answers.

Answer Key

- 1 C 2 D 3 A 4 F 5 E

Speaking

4 **Aim** To practise the past simple

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

Answer Key

- 1 *did you do* 3 *was it* 5 *loved*
 2 *watched* 4 *was*

5 **Aim** To practise situational language talking about films/role playing

- Read the table aloud. Explain the task.

- Ss complete the task in pairs. Remind Ss to use the dialogue in Ex. 4 as a model.
- Monitor the activity around the class. Then ask various pairs to act out their dialogue in front of the class.

Suggested Answer Key

- A: *What did you do last night?*
 B: *I watched a film on DVD.*
 A: *Which one?*
 B: *Cloudy With a Chance of Meatballs. It's an animated film.*
 A: *What was it like?*
 B: *It was fantastic! I loved it. Make sure you see it.*

5h Writing

Reading

1 **Aim** To read for specific information and identify elements of a text

- Direct Ss' attention to the email and explain the task. Allow Ss time to read the text.
- Elicit which of the items are contained in the email.

Answer Key

The email contains the title and the type of the film. It has the names of the lead actors. It mentions the main points of the plot and a recommendation.

2 **Aim** To present synonymous adjectives

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

Answer Key

<i>bad</i>	<i>terrible</i>
<i>boring</i>	<i>dull</i>
<i>sad</i>	<i>depressing</i>
<i>funny</i>	<i>amusing</i>
<i>frightening</i>	<i>scary</i>
<i>exciting</i>	<i>thrilling</i>

3 **Aim** To practise using opposite adjectives

- Explain the task. Ask Ss to replace the negative adjectives with their positive opposites. Allow Ss time to complete the exercise.
- Check Ss' answers.

Suggested Answer Key

The story was interesting and the acting was great. The special effects were amazing and the music was exciting. I think it was a good film.

4 **Aim** To use situational language for recommendations

- Draw Ss' attention to the expressions and tell them that each one fits in only one of the gaps. Allow Ss time to complete the exercise.
- Check Ss' answers.

Answer Key

- | | |
|------------------------|------------------|
| 1 a must-see | 4 should see it |
| 2 miss it | 5 you'll love it |
| 3 It's a bore to watch | |

Writing

5 **Aim** To write an informal email about a film

- Direct Ss' attention to the rubric in the box and ask them to think about a film they saw recently. Ss answer the questions about that film.
- Direct Ss' attention to the plan and read it aloud. Tell Ss to use their answers and the plan to write an email in reply.
- Allow Ss time to write their emails or alternatively assign the task as HW. Ask various Ss to read their emails to the class.

Suggested Answer Key

- 1 a film I saw, to my English pen friend, Sally
- 2 The A-Team
- 3 action film
- 4 Liam Neeson and Bradley Cooper
- 5 It is about a group of soldiers who get sent to prison for something they didn't do. They escape and try to find the real criminals.
- 6 The action scenes.

Hi Sally,

How are you? I went to the cinema on Saturday night to see The A-Team. It's an action film with Liam Neeson and Bradley Cooper.

The story is about a group of soldiers who get sent to prison for something they didn't do. They escape and try to find the real criminals. I loved this film because the action scenes were brilliant and the plot kept you on the edge of your seat. I think it is a must-see.

How about you? Did you enjoy your weekend?

Yours,
Galina

- Elicit responses to the questions from Ss around the classroom.

Suggested Answer Key

I was somewhere in North America. I was with my tribe. We hunted buffalo.

2 **Aim** To introduce the topic of a text

- Ask the question in the rubric to see what Ss know about the topic. Elicit responses from various Ss around the classroom.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

Native Americans are the people who already lived in North America before the Europeans arrived there.

3 **Aim** To read for specific information

- Explain the task. Ss read the text again and complete the exercise.
- Check Ss' answers around the class.

Answer Key

- | | | |
|--------|-----|-----|
| 1 C | 3 K | 5 K |
| 2 N, C | 4 C | 6 N |

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

Suggested Answer Key

arrive (v): to reach/come to a place

continent (n): large land mass (e.g. Asia, Africa, etc)

native tribe (n): a group of people with the same language and customs who live in the country/area where they were born

respect (v): to admire, think a lot of

wooden (adj): made of wood

canoe (n): small narrow boat with a paddle

hunting (n): the act of chasing and killing animals for food

trading (n): the act of buying and selling or exchanging goods

animal skin (n): the natural covering of an animal

sled (n): a wooden frame on two strips of metal for travelling over snow

look after (phr v): to take care of

protect (v): to keep from harm

buffalo (n): a large wild animal in the cattle family

Speaking & Writing

4 **Aim** To consolidate information from a text

- Explain the task and allow Ss time to read the text again and complete the exercise.
- Ss pick one tribe and tell their partner about it. Ask various pairs to report back to the class.

5i Curricular: History

Listening & Reading

1 **Aim** To generate interest in the topic of a text

- Ask Ss to close their eyes. Play the recording. Ss listen and think about the questions in the rubric. Encourage Ss to really use their imagination.

Suggested Answer Key

	Kwakiutl	Navajo	Cheyenne
homes	wooden houses	earth and wood houses	buffalo skin tepees
transport	canoes	on foot, dog sleds	horses
work/clothes	fishing, hunting, trading/animal skins, wood	farmed, hunted	hunted, built tepees

The Navajo were farmers who grew crops and hunted for food. They lived in houses made of earth and wood and they travelled on foot or by dog sleds.

5 **Aim** To give a presentation on Native American tribes

- Explain the task. Ask Ss to look up information on the Internet using the key words or in encyclopaedias/other reference books. Ss work in groups to collect the information and prepare their presentation.
- Assign the task as HW. Groups present to the class in the next lesson.

Suggested Answer Key

The Kwakiutl people are inhabitants of the northern parts of North America and believe that their ancestors arrived there in the form of animals. Many of them died from diseases when they came into contact with Europeans in the 18th century. Today, they are known as the Kwakwaka'wakw and most of them live on Vancouver Island in Canada.

The Navajo are inhabitants of the south-western parts of the United States of America. Before the Europeans came to America, the Navajo were hunters and gatherers. They started farming and keeping sheep and goats after the arrival of the Spanish Conquistadors. The Navajo fought against the Spanish and then the Americans until only a few thousand of them were left. The Cheyenne are a people of the Great Plains of North America. At first the Cheyenne lived in the same place but, because of difficult conditions, they started moving around and sleeping in tepees. They started using horses when the Europeans imported them. Many Cheyenne died fighting the Americans and about half of their population died from disease in the middle of the 19th century. The famous Battle of Little Bighorn, which took place on 25-26 June 1876, involved the Cheyenne and General Custer's army.

- 2 1 was 5 difficult 9 busy
2 ago 6 have 10 are
3 went 7 lived 11 modern
4 weren't 8 running

- 3 1 of 3 of 5 about 7 at
2 along 4 on 6 in

- 4 1 native 5 running 9 help
2 animal 6 attend 10 special
3 opera 7 transport
4 hunt 8 deliver

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

Pompeii was an **ancient** Roman city in Italy.
I live in a very **busy** city.
My grandparents' village has a lot of **narrow** streets.
They had **public** baths in Machu Picchu.
The houses in Machu Picchu had **running** water.
A volcano **destroyed** Pompeii in 79AD.
The emperor ruled over a **powerful** empire.
Native Americans **hunted** for animals.
The Egyptians **transported** goods on the Nile.
I saw a **science fiction** film at the cinema last night.
Ash burned Pompeii after the **eruption**.
My parents **grew** potatoes in their garden.
The castle **dates back to** the 15th century.
The new action film is a **must-see**.
The film had a **thrilling** plot; I was on the edge of my seat.
Ancient Egyptian women **looked after** the children.
Native Americans **respected** the environment.
The men **protected** their families.

Quiz

Answer Key

- 1 F (It's near Naples, Italy.)
2 T
3 F (They lived in Scandinavia.)
4 T
5 T
6 T

Language Review 5

- 1 1 a 3 f 5 d 7 h
2 e 4 c 6 g 8 b

- 7 F (It's in Peru.)
 8 T
 9 F (It's a science fiction film.)
 10 T

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 5 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 A western is a film about cowboys in the western US in the 19th century.
- 2 Machu Picchu is in the Alps.
- 3 Ancient Egyptian boys studied hieroglyphics.
- 4 Ancient Egyptians transported goods along the River Nile.
- 5 The Maya built Machu Picchu.
- 6 Neil Armstrong walked on the moon in 1969.
- 7 The rocker style was popular in 1968 in the UK.
- 8 Leif Eriksson discovered Greenland in 981 AD.

Answer Key

- 1 T
- 2 F (It's in the Andes.)
- 3 T
- 4 T
- 5 F (The Incas built it.)
- 6 T
- 7 F (The hippy style was popular.)
- 8 F (Erik the Red discovered Greenland.)

Skills **5**

Reading

- 1 a) **Aim** To read for gist

- Give Ss one minute to scan the text.
- Elicit answers to the question in the rubric.

Suggested Answer Key

The text is about the ancient Phoenician civilisation.

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

- Elicit answers to the question in the rubric.

Suggested Answer Key

- 1 Phoenicians lived/island/high/cold/beside
- 2 Phoenicians/stars/give/light/guide/rule/trade
- 3 Phoenicians traded/raw/food/shops/clothes
- 4 Phoenicians alphabet/only/royalty/evolved/Greek/letters based on/hear/sounds/no letters
- 5 Greeks created their alphabet/cheat/Romans/fewer letters/before/Romans/around 7th century BC

- Give Ss time to complete the task. Make sure Ss find the words in the text that helped them to decide on an answer.
- Check answers around the classroom.

Answer Key

- 1 D (Inhabited the east coast of the Mediterranean Sea)
- 2 B (Learn how to sail using the stars at night)
- 3 A (Like wood and glass, purple-coloured dye)
- 4 C (Based on sound)
- 5 C (The Roman alphabet evolved from the Greek alphabet)

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

- Give Ss time to reread the text and complete the task.
- Check answers around the classroom.

Answer Key

- 1 the east coast of the Mediterranean Sea
- 2 shipbuilders, sailors and traders
- 3 wood, glass and purple dye
- 4 Phoenician alphabet
- 5 they could communicate with their trading partners
- 6 the Roman alphabet

Listening

- 3 a) **Aim** To listen for specific information

- Read through the **Study skills** box on p. 94 and remind Ss to always read through the questions carefully before choosing an answer.
- Read the instructions for the exercise aloud as Ss follow along. Give Ss a minute to read through the questions to be answered. Elicit answers to the question in the rubric.

Suggested Answer Key

An interview with an archaeologist and something about Roman ruins and Britain.

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

- Play the recording. Ss listen and mark their answers in their notebooks.
- Check answers around the classroom.
- Replay the recording, pausing after each statement from Ex. 3a is addressed. Ask Ss which words helped them to choose the right answer.

Suggested Answer Key

- 1 F, in London (in Wales)
- 2 F, Some locals told Emma... about the buildings (Nobody knew the buildings were there)

- 3 T, important because ... size (enormous ... this means they were very important)
- 4 T, isn't unusual to find ... ruins (is it common ... to find things from Roman times in Britain? ... Yes, quite common)
- 5 F, Emma once discovered ... (a man found ...)
- 6 F, 40 years (400 years)
- 7 T, defend their homes in Italy (their homes in Italy were under attack)

Speaking

- 4 a) **Aim** To speak about trips
- Direct Ss' attention to the **Study skills** box on p. 95.
 - Read out the rubric.
 - Ss find the key words in the rubric (*place, what you saw/did, why visit, invite*)
 - Tell Ss that if they find the key words (*in this case, they are the guidelines of what to include*), then they will be less likely to forget to include something.
- b) **Aim** To listen for gist
- Explain the task to Ss and read through the task box. Play the recording for the first speaker and let Ss check their answers. If necessary, replay the recording. Repeat the process with the second speaker. Check answers.

Answer Key

	Anna	Paul
includes all points	✓	
seems to translate from mother tongue		✓
uses English phrases	✓	
sounds confident and fluent	✓	
uses correct English grammar structures	✓	

- 5 **Aim** To practise speaking about a trip
- Split Ss up into pairs. One Ss will be the examiner and the other will be the examinee. Give examinees a few minutes to write notes for what they will speak about, following the rubric from Ex. 4a. Meanwhile, examiners copy the table from Ex. 4b. Encourage examiners to take notes of any language errors.
 - After those being examined finish, they must review their results with their partners.
 - Partners switch roles and the process is to be repeated.

Suggested Answer Key

Place- Prague, Czech Republic
 What I saw/did- saw the clock tower show, went to the Kafka museum

Why visit? beautiful and interesting city
 Invite friend- "Why don't you come with me next time I go?"
 Last month I went to Prague in the Czech Republic. I went to the museum of the writer Franz Kafka and watched the funny clock tower show in the centre. You should visit if you haven't already. It's a beautiful and interesting city. Why don't you come with me next time I go?

Writing

- 6 **Aim** To present how to write a postcard
- Direct Ss' attention to the rubric.
 - Read the **Writing Tip** box to the class.
 - Instruct Ss to read the rubric and underline any key words.
 - Allow Ss some time to fill in their notes under the headings.
- Suggested Answer Key**
 Place: Rome
 Date of arrival: 10th August
 Accommodation: hotel
 Favourite place: The Coliseum
 Date you return: 20th August
 Feelings: happy, excited
- 7 a) **Aim** To identify sentences that can be used in a postcard
- Explain the task. Allow Ss time to read the sentences and select the ones they think they can use. Check Ss' answers.

Answer Key

- Greetings from ...
- I'm staying at a beautiful ...
- It's the best holiday of my life.
- My family and I wanted to visit the art gallery but it was closed.
- Every morning we go sightseeing.

- b) **Aim** To learn how to start and finish a postcard

Explain the task. Read out the boxes and elicit answers from Ss around the class.

Answer Key

B

- 8 **Aim** To write a postcard

Explain the task. Instruct Ss to use their answers from Exs 4 & 5 to write their postcards. Allow them time to complete the task. Ask various Ss to read their answers out to the rest of the class.

Suggested Answer Key

Dear Laura,

Greetings from St Petersburg, Russia. I'm here with my family. We arrived on the 19th July and we're staying at a beautiful hotel. Every morning we go sightseeing. My favourite place was the Museum of Moscow History. It was amazing! We leave on the 26th July, which is tomorrow. I can't believe this holiday is over already! It's the best holiday of my life! See you,
Marta

Russia 5

Reading & Listening

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

- Have Ss think of 3 questions.
- Have Ss read the text for answers to their questions.

Answer Key

- 1 Where was she born?
- 2 What did she do?
- 3 How did she die?

2 **Aim** To read for detail

- Give Ss time to read the text.
- Answer the statements and check answers.

Answer Key

- 1 F 2 T 3 T 4 T 5 F

- 1 Catherine the Great was born in Stettin, Prussia.
- 5 Catherine made Russia a great nation.

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

Suggested Answer Key

army officer (n): a person in a position of authority in the armed forces

governor (n): a politician in charge of a state/region

wealthy (adj): rich

private teacher (n): tutor

nanny (n): a person who looks after sb's children for a job

marry (v): to become the husband/wife of sb

empress (n): a woman who rules an empire

sole (adj): lone; the only one

ruler (n): leader

reign (n): the time when sb ruled

power (n): a strong and important country

develop (v): to grow; become

direction (v): leadership

improve (v): to get better

education (n): the teaching of various subjects at school or college

stroke (n): a condition when a blood vessel in the brain bursts often causing death

3 **Aim** To test knowledge of key words

- Check that Ss know the definition of the words in the box. Ss complete the task.
- Check Ss' answers.

Answer Key

- | | |
|------------|---------------|
| 1 governor | 3 empress |
| 2 nanny | 4 educational |

Speaking & Writing

4 a) **Aim** To practise saying years

- Have Ss read out the listed years.
- Think of other dates to pronounce.

b) **Aim** To consolidate a topic

- Have Ss reread the text and make notes for the dates.
- Ask various Ss to present their findings to the class.

Answer Key

1729 – Catherine was born in Prussia on 2nd May.

1745 – She married the Grand Duke Peter at the age of 15.

1761 – She became the empress of Russia.

1796 – She died of a stroke on 17th November at the age of 67.

5 **Aim** To expand on a topic

- Give Ss time to research more information on Catherine the Great using the Internet.
- Ask various Ss to present their information to the class.

Suggested Answer Key

Catherine the Great was the longest ruling female leader of Russia. She presided over the age of the Russian Enlightenment. It was called the Golden Age of the Russian Empire. Her son, Paul I succeeded her to the throne after her death.