

Pages 18–19

Objectives

To elicit information from an image

To learn* vocabulary related to school objects

To elicit information from a video

Warm Up

Invite the class to look at the photos on page 18 and list all the words that they know in English (for example *computer*, *pen*) in order to check their knowledge and stimulate their interest.

Exercises 1–2

19 Audioscript/Answers

- A book
- B dictionary
- C rubber
- D pen
- E exercise book
- F ruler
- G pencil
- H pencil sharpener
- I backpack
- J calculator
- K pencil case
- L maths or geometry set

→ Keep It Simple

Unit 1

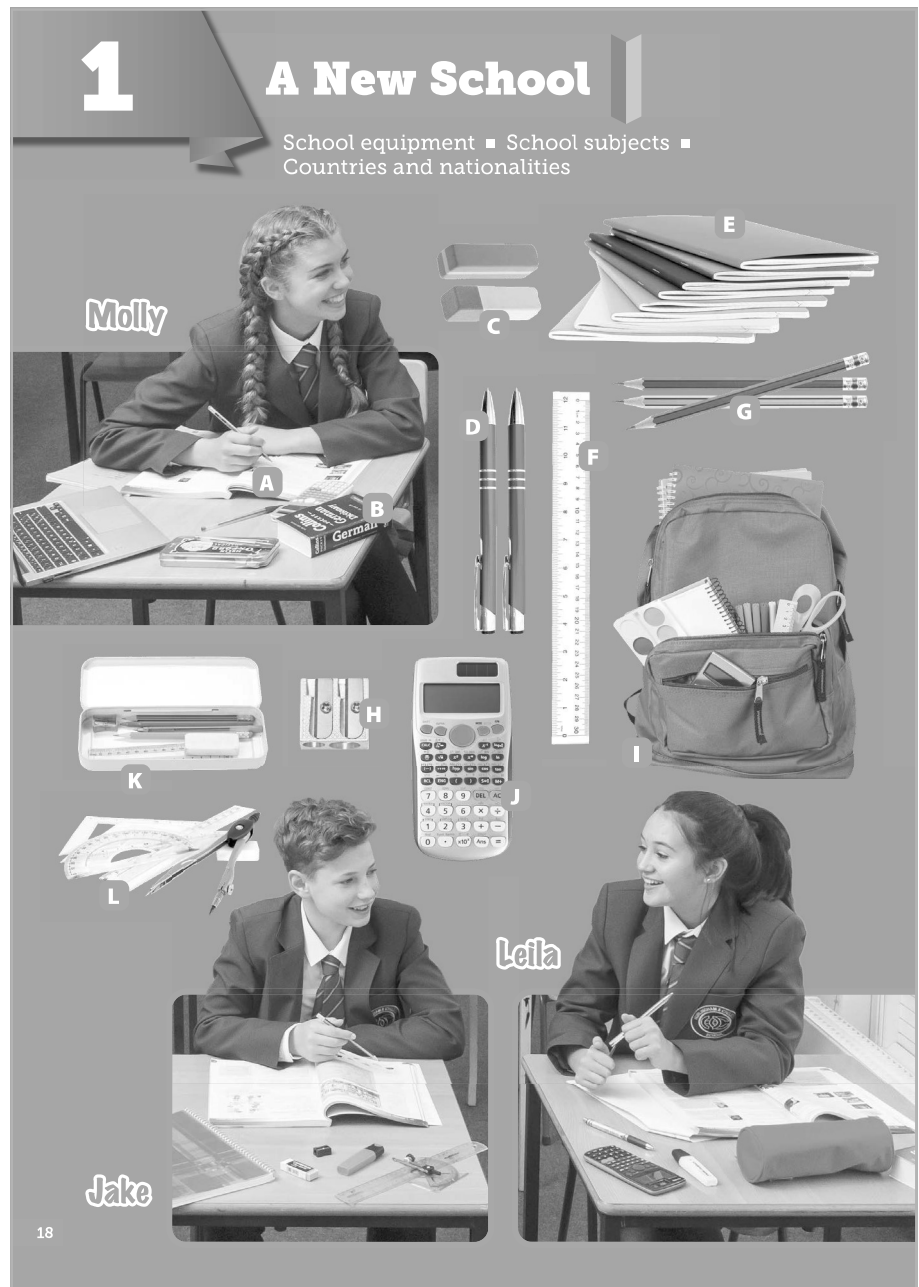
Exercise 3

Students' own answers

Exercises 4–5

01 Videoscript

In order to make the activity more **inclusive**, you can write on the blackboard, in random order, the words that the students must write in the table. See *Teacher's Book* page 132.



Answers

Name	School equipment
Jake	a rubber, an exercise book, twelve coloured pencils, an Avengers pencil case
Molly	a ruler, four blue pens, two exercise books, a French dictionary
Leila	a geometry set, a French dictionary, a pencil case

Methodology note

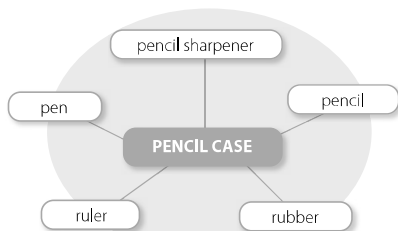
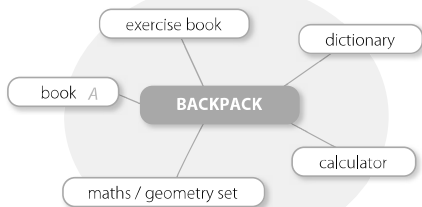
Within the methodology the word **learn*** represents a complex process in which the learners remember and use the given rules and different items. They can recognize them, pronounce and write them, understand their meaning and apply them.

Vocabulary & Video

1

Focus on words: School equipment

1 Find the words in the picture and think about the right letter.



2 19 754 219 Listen, check and repeat the school equipment vocabulary.

3 **Game** In pairs look around, find an object for each colour and write it in your notebook. You have two minutes!

- | | | |
|---|--------|---------------|
| | red | a pencil case |
| 1 | blue | ... |
| 2 | pink | ... |
| 3 | black | ... |
| 4 | yellow | ... |
| 5 | green | ... |
| 6 | grey | ... |
| 7 | white | ... |
| 8 | orange | ... |
| 9 | brown | ... |



Focus on VIDEO At the stationer's

4 01 754 220 Watch the video without the audio and think about the things the students are buying at the stationer's shop.



Name	School equipment
Jake	
Molly	
Leila	

5 01 754 221 Watch the video again and check.

6 20 754 222 Listen to some sentences from the video and catch the missing words.

- Okay, so that's a _____, four blue _____, two _____ and a French _____.
- Okay, so that's a geometry _____, a French dictionary and a _____.

Talk about it

7 **Pairwork** Guess what is inside your partner's backpack. Then open it together and check!



Exercise 6

20 **Audioscript/Answers**

- Okay, so that's a **ruler**, four blue **pens**, two **exercise books** and a French **dictionary**.
- Okay, so that's a geometry **set**, a French dictionary and a **pencil case**.

Methodology note

In order to be aware of various competences required by the state curriculum (RVP), follow the sign

C COMPETENCES

Talk about it

C COMPETENCES

Learning to learn

Collect information, collaborate and communicate

Exercise 7

Students' own answers

Methodology note

In order to be aware of inclusive teaching, the comment inclusive teaching is used. You can find there some practical suggestions for differentiated work according to learners' needs. These various ways enable learners to reach the aims required by the state curriculum (RVP).



Teacher's notes:



Pages 20–21

Objectives

- To learn vocabulary related to countries and nationalities
- To learn subject pronouns and their use
- To learn the affirmative form of the verb *be* and its use
- To introduce yourself and another person

Warm Up

Ask the students to introduce themselves in English.

Exercise 1

Answers

Europe	Germany, Spain, Greece
Asia	Korea, Japan, India
Africa	Senegal, Tunisia, Morocco
North America	Canada, the USA
South America	Chile, Argentina, Ecuador
Oceania	New Zealand, Australia

Exercise 2

21 Audioscript

See *Student's Book* page 20

Exercise 3

Answers

Name	City	Country
Harry	Manchester	Great Britain
Malika	Casablanca	Morocco
Cezar and Ivan	Constanta	Romania
Alonso and Emerico	São Paulo	Brazil

→ Keep It Simple

Unit 1

Reading New friends

Focus on words: Countries and nationalities

1 Pairwork Write the names of the countries for each continent in your notebook.

Germany • Senegal • Spain • Greece • Chile • Korea • New Zealand • Argentina • Canada • Japan
Tunisia • India • Ecuador • Australia • Morocco • the USA

Europe
Germany
S _____
G _____

Asia
K _____ J _____
I _____

Africa
S _____ T _____
M _____

North America
C _____ t _____ U _____

South America
C _____ A _____
E _____

Oceania
N _____ Z _____
A _____

Focus on texts

2 21 754 223 Read and listen to the information given in pictures 1 to 4.



3 Copy the table into your notebook and complete.

Name	City	Country
Harry	Manchester	1
2	3	Morocco
Cezar and 4	Constanta	5
Alonso and 6	7	8



Teacher's notes:



Pages 22–23

Objectives

- To learn vocabulary related to school subjects
- To understand a simple dialogue through reading and listening, and to distinguish true / false information
- To learn the negative and interrogative forms of the verb *be*
- To ask and answer questions about times and timetables

Warm Up

Ask the students which subjects they have at school today.

Exercise 1

23 Audioscript/Answers

- History
- 1 Religious Education
- 2 Information Technology
- 3 Music
- 4 Design and Technology
- 5 English
- 6 Science
- 7 Physical Education
- 8 Art
- 9 Maths
- 10 Geography
- 11 French

Dialogue Work A new timetable

Focus on words: School subjects

- 1 23 754 227 **Look at the pictures and think about the subject names. Then listen, check and repeat.**

Maths • English • Geography • History • Science • Art • Music • French • Information Technology
Physical Education • Design and Technology • Religious Education



Focus on dialogues

- 2 24 754 228 **Read and listen to the dialogue. What's the time?**

Jake Hi Leila, I'm extremely late! Is it History now?
Leila No, it isn't. It's the Geography lesson.
Jake Geography? Aargh! When is the History lesson then? I'm lost!
Leila History is on Tuesdays and Fridays, Jake! Calm down!
Later with Molly, in the school hall
Leila Are the other students in the classroom, Molly?
Molly No, they aren't.
Leila What time is it?
Molly It's two o'clock.
Leila They're late, as usual.
Molly No, Leila! We're early! We're always early!



- 3 24 754 229 **Read and listen to the dialogue again. Are these sentences true (T) or false (F)?**

- The friends are at school.
 1 Jake is nervous.
 2 The History lessons are on Thursdays and Fridays.
 3 Leila and Molly are in the classroom at one o'clock.
 4 The other students are late.
 5 Leila and Molly are early for the lessons.
 6 They are always late for school.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Useful Words

late _____
 I'm lost! _____
 Calm down! _____
 as usual _____
 early _____
 always _____



Exercise 2

24 Audioscript/Answer

It's two o'clock.

See *Student's Book* page 22

Exercise 3

24 Audioscript/Answers

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

Methodology note

In order to make your teaching more inclusive, you can level the dialogue training. First let your learners listen and read the dialogue, then let them learn a part of the dialogue by heart. In the next step you can reveal them the principles of substitution replacing some words to change the dialogue a little bit; finally, let them focus on a new dialogue.

Teacher's notes:



→ Keep It Simple

Unit 1

Exercise 4

Answers

- | | |
|----------|----------|
| 1 aren't | 4 aren't |
| 2 'm not | 5 isn't |
| 3 aren't | 6 aren't |

Exercise 5

Answers

- Is
- Are
- Are

Exercise 6

Students' own answers

Exercise 7

Students' own answers

Exercise 8

Answers

- It's on Monday at ten past eleven.
- It's at ten past eleven.
- It's on Monday at ten to ten and on Tuesday at ten to nine.
- It's at ten past twelve.

Talk about it

C COMPETENCES

Learning to learn

Collect information, collaborate and communicate

Mathematical c.

Interpret charts and models, interpret information and communicate

Exercise 9

Students' own answers

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be – negative and interrogative forms

Negative

It **isn't** History now.
They **aren't** in the classroom.

Interrogative

Is it History now? No, **it isn't**.
Are they in the classroom? No, **they aren't**.

4 Choose the correct alternative.

- The exercise book 'm not / **isn't** in my backpack.
- Sarah and Matt **isn't** / **aren't** in my class.
 - I 'm not / **isn't** from China, I'm from Vietnam.
 - The boys **isn't** / **aren't** American, they're from Australia.
 - You **isn't** / **aren't** eleven, you're twelve.
 - Marco 'm not / **isn't** from Rome, he's from Bari.
 - We **aren't** / **isn't** always late.

5 Complete the dialogues with the interrogative form of the verb be.

- Mike Hi, Amy. *Are you in my Maths class?*
Amy No, I'm not. My Maths lessons are on Tuesdays and Fridays.
Mike ¹ _____ your teacher Miss Brandon?
Amy Yes, she is.
- Katie ² _____ Grace and Jane in class 1R2?
Dan Yes, they are.
Katie ³ _____ you in class 1R2 too, Dan?
Dan Yes, I am.

6 Answer the following questions. Use short answers.

- Are you from Scotland?

- Are you 12 years old?

- Is P.E. (Physical Education) on Friday?

- Is your backpack blue?

Focus on functions – Portfolio 6.1

Asking and telling the time

Questions

What time is it?
When is the History lesson?
When is your tennis lesson?

Answers

It's two o'clock.
It's **at** ten past eleven.
It's **at** half past three on Saturday.

7 Pairwork Ask three questions about the time. Write down the answers.

What time is it?

It's a quarter to eleven.

8 Look at Leila's school timetable and answer the questions.

What time is Maths on Monday?
It's at ten to nine.

- When is the Science lesson?
- What time is History on Tuesday?
- When is English?
- What time is Music on Tuesday?

Name: *Leila Morris* Class: *7B2*

	Monday	Tuesday
08.50–9.50	<i>Maths</i>	<i>English</i>
09.50–10.45	<i>English</i>	<i>French</i>
Break		
11.10–12.10	<i>Science</i>	<i>History</i>
12.10–13.05	<i>Geography</i>	<i>Music</i>

Talk about it

9 Pairwork Use your school timetable. Ask questions about the subjects.

When is Czech?

It's on Monday at 10 and on Wednesday at 9.

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Teacher's notes:



Pages 24–25–26

Objectives

- To learn the correct use of subject pronouns
- To learn the Present simple of the verb *be* (all forms)
- To learn the correct use of possessive adjectives
- To learn the ascending and descending intonation in questions

Exercise 1

Answers

1 c 2 f 3 d 4 a 5 b 6 e

Exercise 2

Answers

1 he 4 it
2 you 5 she
3 we 6 they

Exercise 3

Answers

1 am 4 are
2 are 5 are
3 is 6 is

→ Keep It Simple

Unit 1

Methodology note

In order to differentiate your teaching, you can follow the squares of difficulty next to each grammar exercise. They can help your learners to be aware of inclusive approach, too; three-square exercises are the most difficult ■■■. These various ways enable learners to reach the aims required by the state curriculum (RVP).

Exercise 4

Answers

1 's 4 're
2 'm 5 's
3 're

Grammar Workshop

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Subject pronouns

Subject pronouns	
Singular	Plural
I	we
you	you
he / she / it	they

Remember that:

I is always written with a capital letter.
You may indicate the second person singular or the second person plural.
He is used for males.
She is used for females.
It is used for things or animals.
We is used for the first person plural.
They refers to male or female people, things or animals.

Grammar Bank 1

1 ■■■ Match.

- | | | | |
|--------|---|-------------------------------------|-----------------|
| 1 she | a | <input type="checkbox"/> | mum and dad |
| 2 you | b | <input type="checkbox"/> | Matt |
| 3 it | c | <input checked="" type="checkbox"/> | Susan |
| 4 they | d | <input type="checkbox"/> | mobile phone |
| 5 he | e | <input type="checkbox"/> | my friend and I |
| 6 we | f | <input type="checkbox"/> | Zac and you |

2 ■■■ Replace the highlighted words with the right personal pronouns in your notebook.

Molly and Leila are from London. *they*

- Zac is a British student.
- You and Petr are Czech.
- Molly and I are in the classroom.
- Geography is on Monday.
- Giulia is my friend.
- The headphones are for my mobile phone.

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The present simple of *be*

affirmative form		negative form	
Full form	Contracted form	Full form	Contracted form
I am	I'm	I am not	I'm not
you are	you're	you are not	you aren't
he / she / it is	he / she / it's	he / she / it is not	he / she / it isn't
we / you / they are	we / you / they're	we / you / they are not	we / you / they aren't
interrogative form		short answers	
Am	I?	Yes, you are.	No, you aren't.
Are	you?	Yes, I am.	No, I'm not.
Is	he / she / it?	Yes, he / she / it is.	No, he / she / it isn't.
Are	we / you / they?	Yes, we / you / they are.	No, we / you / they aren't.

Grammar Bank 2

3 ■■■ Choose the right full form of the verb *be*.

He *is / am* my friend Karel.

- | | |
|------------------------------------|---|
| 1 I am / are happy. | 4 You are / is from France. |
| 2 We is / are students. | 5 They is / are English. |
| 3 It is / am a pencil case. | 6 She are / is in the classroom. |

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Teacher's notes:



4 ■■■ Complete with the affirmative contracted form of *be*.

- She's from Brazil.
- 1 My name _____ Robert.
 - 2 I _____ from Britain.
 - 3 We _____ in class 1B.
 - 4 They _____ from South Africa.
 - 5 It _____ two o'clock.

5 ■■■ Choose the right alternative.

- What time are / is it?
- 1 Melissa **aren't** / **isn't** 12 yet.
 - 2 **Are** / **Am** Harry and you in the same class?
 - 3 **Is** / **Are** Copenhagen in France?
 - 4 When **are** / **is** Physical Education?
 - 5 Maths and Music **isn't** / **aren't** on Tuesday morning.
 - 6 Hannah is English, she **aren't** / **isn't** from Greece.

6 ■■■ 25 754 233 Complete the sentences with the negative contracted form of the verb *be*. Then listen and check.

- We are early, we *aren't* late.
- 1 I' _____ Spanish, I'm Italian.
 - 2 Joanna _____ my sister. She's my mum.
 - 3 You _____ from China.
 - 4 Marina _____ at home. She's at school.
 - 5 Amy and Mike _____ in my class.
 - 6 We're 12 years old. We _____ 10.

7 ■■■ Complete the sentences with the interrogative form of *be*. Use the short answers.

- 'Is Charlie from New York?' 'Yes, *he is*.'
- 1 '_____ Mae and Ben at home?' 'Yes, _____.'
 - 2 '_____ I late?' 'No, _____.'
 - 3 '_____ this music in your phone?' 'Yes, _____.'
 - 4 '_____ this your ID card?' 'No, _____.'
 - 5 '_____ dolphins mammals?' 'Yes, _____.'
 - 6 '_____ you and your friends at school on Saturdays?' 'No, _____.'

Question words

Who is he?
Which is your pen?
What is it?
Where are you from?
When is the break?
Why are you here?
How are you?
How old are you?

Grammar Bank 4

8 ■■■ Put the words in the right order and write the questions.

History / book / my / is / Where / ?
Where is my History book?

- 1 brother's name / is / your / What / ?
- 2 birthday / Linda's / When / is / ?
- 3 favourite / your / colour / is / Which / ?
- 4 best friend / is / How old / your / ?
- 5 is / in your class / the new boy / Who / ?
- 6 the cat / on the sofa / Why / is / ?



9 ■■■ Read the answers. Then complete the interrogative sentences with the right question words in your notebook.

- 'Who is she?' 'My teacher.'
- 1 '_____ 's your name?' 'Anna.'
 - 2 '_____ are you from?' 'Prague.'
 - 3 '_____ is your birthday?' 'In August.'
 - 4 '_____ is your favourite subject, Maths or Science?' 'It's Science.'
 - 5 '_____ is your favourite singer?' 'Adele.'
 - 6 '_____ is your mobile awesome?' 'Because it's a smartphone.'
 - 7 '_____ old are you?' 'I'm twelve years old.'
 - 8 '_____ are you?' 'I'm fine, thanks.'

Exercise 5

In order to make the exercise more **inclusive**, allow students to work in pairs before correcting together as a class.

Answers

- | | |
|---------|----------|
| 1 isn't | 4 is |
| 2 Are | 5 aren't |
| 3 Is | 6 isn't |

Exercise 6

25 Audioscript/Answers

We are early, we aren't late.

- 1 I'm **not** Spanish, I'm Italian.
- 2 Joanna **isn't** my sister. She's my mum.
- 3 You **aren't** from China.
- 4 Marina **isn't** at home. She's at school.
- 5 Amy and Mike **aren't** in my class.
- 6 We're 12 years old. We **aren't** 10.

Exercise 7

Answers

- 1 Are, they are
- 2 Am, you aren't
- 3 Is, it is
- 4 Is, it isn't
- 5 Are, they are
- 6 Are, we aren't

Exercise 8

Answers

- 1 What is your brother's name?
- 2 When is Linda's birthday?
- 3 Which is your favourite colour?
- 4 How old is your best friend?
- 5 Who is the new boy in your class?
- 6 Why is the cat on the sofa?

Exercise 9

Answers

- | | |
|--------------|-------|
| 1 What | 5 Who |
| 2 Where | 6 Why |
| 3 When | 7 How |
| 4 What/Which | 8 How |

→ Keep It Simple

Unit 1



Teacher's notes:



Exercise 10

Answers

- | | |
|---------|--------|
| 1 my | 4 his |
| 2 their | 5 my |
| 3 our | 6 your |

Exercise 11

Answers

- | | |
|-------|---------|
| 1 My | 4 Her |
| 2 His | 5 Their |
| 3 our | |

Exercise 12

Students' own answers

Exercise 13

Answers

- | | |
|--------|--------|
| 1 I | 7 She |
| 2 my | 8 you |
| 3 from | 9 you |
| 4 are | 10 We |
| 5 How | 11 is |
| 6 old | 12 Who |

Exercise 14

Answers

- | | |
|--------|--------|
| 1 from | 4 it |
| 2 is/s | 5 When |
| 3 What | 6 his |

Pronunciation: Intonation in questions

Exercises 15–16 26

See *Student's Book* page 26

Answer

The intonation drops.

Grammar Workshop

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Possessive adjectives

Possessive adjectives

Singular	Plural
my	our
your	your
his/her/its	their

Remember:

In English, possessive adjectives refer to the owner, not the thing possessed.
Molly and her backpack
Zac and his mother

Grammar Bank 3

10 Choose the right pronoun.

They're from the USA. Their / Our family is American.

- I'm Claire and **her** / **my** friend is Janine.
- Paul and Samantha are in **their** / **his** class.
- We are French: France is **your** / **our** country.
- George and **her** / **his** family are in Morocco.
- Dear friends, welcome to **my** / **their** blog.
- Hi Philip, where is **your** / **his** backpack?

11 Complete the sentences with possessive adjectives.

Is this **your** backpack, Tom? (you)

- _____ favourite school subject is Maths. (I)
- _____ best friend is Freddie in class 1T2. (he)
- Is _____ teacher Miss Smith this year? (we)
- _____ pencil case is blue. (she)
- _____ memory sticks are different. (they)

12 Focus on translation.

- Louis and Bella are from the USA.
- My backpack isn't blue and white.
- Are your pens on the desk?
- Where is Laura? Is she in class 2A?

Grammar round-up

13 Complete the sentences using the words in the box.

How • am • I • my • you • Who • from • old
She • you • We • are • is

- Julie** Hi, I **am** Julie and I _____ am from France.
- Steph** Hi Julie, _____ name's Steph and I'm _____ Germany. So, _____ you French?
- Julie** Yes, I **am**. _____ old are you, Steph?
- Steph** I'm fourteen years _____, and you?
- Julie** I'm thirteen. This is my friend Rose. _____ is from France, too.
- Rose** Hi Steph, nice to meet _____.
- Steph** Nice to meet you too. Are _____ in the same class?
- Julie** _____ are in year 3 but not in the same class. I'm in 3B and she _____ in 3A.
- Steph** _____ is your favourite teacher?
- Rose** Mr Severn. He's so cool!

14 Complete Charlie's post on Justin Timberlake.

Who is my favourite pop star? Justin Timberlake! He's _____ the USA, so he _____ American. _____'s his full name? It's Justin Randall Timberlake. My favourite song is 'Can't Stop the Feeling!' from the film *Trolls*. _____'s fantastic! _____ is _____ birthday? On 31st January, just like me!

Pronunciation: Intonation in questions

15 26 754 236 Listen to the following questions. Does the intonation rise or fall?

- What's your name?
- How old are you?
- When's your birthday?
- Who's your Science teacher?
- Where are you from?

16 26 754 237 Listen again and repeat.

26

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Methodology note

A flipped classroom (flipped teaching) is a strategy which aims to increase learners engagement and learning by having the class complete readings at home and work on live problem-solving during class time. With a flipped classroom, learners can watch online lectures, collaborate in online discussions, or carry out research at home. They are encouraged to work in their pace and tempo, to use their learning styles and to exploit suggested learning tools like Mini Dictionary, Grammar bank etc. The classroom work then changes into a workshop under the guidance of the mentor focusing on discussions and evaluation of pre-studied concepts.

Teacher's notes:



Page 27

Welcome to my vlog! Video Workshop

Episode 1

- **Place:** Leila's home
- **Situation:** Leila introduces herself and her favourite things



Focus on VIDEO

- 1 ▶ 02 754 238 Watch the video and listen to Leila spelling her full name. Spell her surname.

Name: Leila
Surname: _____

- 2 ▶ 02 754 239 Watch the video again. Copy the factfile into your notebook and complete it.

Leila's favourites

Favourite colour: _____

Favourite singer: _____

Favourite animal: _____

Best friend: _____

Lucky number: _____

- 3 ▶ 27 754 240 Now listen to an extract from the video and complete the text with the missing words.

My name's Leila Morris, I'm 13 years ¹ _____ and I'm ² _____ London, the capital of the United Kingdom. I'm British-Moroccan because my dad is ³ _____, but my mum is ⁴ _____. She's from Casablanca, in Morocco. What else... my favourite ⁵ _____ is blue, my favourite animal is the tiger – tigers ⁶ _____ so strong! My favourite singer is... Ed Sheeran! And my best ⁷ _____ is Molly, sweet Molly! Oh, and six is my lucky ⁸ _____!

Speaking

- 4 **Task – Saying something about yourself**
Use Leila's text as an example and prepare a short presentation about yourself to share with your classmates.

- My name's...
- I'm... years old.
- My favourite...

Focus on digital

- Record your presentation like Leila did and show it to your classmates. Which one is the best?

Objectives

- To elicit information from a blog
- To introduce yourself
- To introduce yourself digitally

Exercise 1

▶ 02 Videoscript

See *Teacher's Book* page 132.

Answer

MORRIS

Exercise 2 ▶ 02

Answer

Favourite colour: blue
Favourite singer: Ed Sheeran
Favourite animal: tiger
Best friend: Molly
Lucky number: 6

Exercise 3

▶ 27 Audioscript/Answers

My name's Leila Morris, I'm 13 years **old** and I'm **from** London, the capital of the United Kingdom. I'm British-Moroccan because my dad is **British**, but my mum is **Moroccan**. She's from Casablanca, in Morocco. What else... my favourite **colour** is blue, my favourite animal is the tiger – tigers **are** so strong! My favourite singer is... Ed Sheeran? Ed Sheeran! ... and... my best **friend** is Molly, sweet Molly!
Oh! and 6 is my lucky **number**!

Teacher's notes:

Methodology note

In order to let your learners be aware of asynchronous classes (work), you can run video lessons on a more relaxed schedule. Learners can access class materials during different hours and from different locations to collaborate later in a flipped mode.

Speaking

C COMPETENCES

Digital c.

Use technology confidently and responsibly

Sense of initiative / c. to learn and work

Act autonomously, plan and communicate

Exercise 4

Students' own answer



Pages 28–29

Objectives

To understand a text taken from the Internet, and to obtain and correct the information

To obtain information by listening to an interview

To complete a post

COMPETENCES

Learning to learn

Look for specific information
Collect and interpret information

Warm Up

Ask the students to look at the text and ask them what kind of text it is (Internet page/online post).

Exercise 1

Answers

- 1 London
- 2 Art, Music
- 3 America, France
- 4 green, blue, red

Exercise 2

Answers

	Jake	Molly	Leila
♥	Music	fashion	fashion
Favourite thing	blue smartphone	blue backpack	pink wallet
Favourite colour	red	green	pink

Exercise 3

Answers

- 1 Molly and Leila's favourite subject is Art.
- 2 Molly's favourite colour is green.
- 3 Leila's wallet is French.
- 4 Jake is thirteen years old.
- 5 His smartphone is blue.
- 6 His favourite subject is Music.

Life & Language Skills

Portfolio 6.1

Before you read

1 Pairwork Scan the text and find:

- 1 The name of a city: _____
- 2 Two school subjects: _____ and _____
- 3 The name of two countries: _____ and _____
- 4 Three colours: _____, _____ and _____

Reading

2 Read the text and complete the table in your notebook.

Reading competences

Look for specific information

- Do not try to understand every word of the text.
- Read the text and choose the words relevant to the question.
- Read again and make sure that the words answer the question.

What's important in your life?

Send your photos to Blogspace Favourites!



Hi, I'm Molly. Who's this? She's my best friend, Leila. We're from London. We ♥ fashion! Our favourite school subject is Art. My favourite colour is green, but Leila's favourite color is pink. What's my favourite thing? It's my blue backpack – it's awesome! Why? Because it's from America! Leila's favourite thing is her pink wallet. It's from France.



Hi, I'm Jake. I'm thirteen years old. I'm crazy about music and it's my favourite school subject. What's my favourite thing? It's my blue smartphone! Why? Because all of my music, photos and videos are on it. It's my life! My favourite colour is red, like the sun in the evening. And you, what's your favourite thing?

	Jake	Molly	Leila
♥			
Favourite thing			
Favourite colour			

Useful Words

fashion _____
awesome _____
crazy about _____
life _____

3 Correct the sentences.

Molly and Leila are from America. *Molly and Leila are from London.*

- 1 Molly and Leila's favourite subject is Music.
- 2 Molly's favourite colour is blue.
- 3 Leila's wallet is American.
- 4 Jake is twelve years old.
- 5 His smartphone is green.
- 6 His favourite subject is Photography.

28

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Teacher's notes:



Listening

4 28 754 241 Robbie is passionate about books. He's a member of the school Book Club. Listen to the interview and choose the right option.

1 Name
A Robert 'Robbie' Gordon
B Gordon 'Robbie' Robertson

2 Age
A 12 years old
B 13 years old
C 14 years old

3 Nationality
A British
B Irish
C American

4 Favourite subject
A English
B Music
C History

5 Favourite author
A J. K. Rowling
B Jeff Kinney
C Roald Dahl

6 Important things in life
A books, music and friends
B books, friends and animals
C books, animals and music

Writing

5 What is important in your life? Complete the post in your notebook using exercise 2 to help you.

What's important in your life?

Hi, I'm ¹ _____ from ² _____ in ³ _____.

I ♥ ⁴ _____ and my favourite school subject is ⁵ _____. What's my favourite thing? It's my ⁶ _____ (colour) ⁷ _____ (thing). Why is it my favourite? Because ⁸ _____.

Speaking

6 **Pairwork** Would you like to sign up to a club in your school? Choose one from the box and interview your partner.

Book Club • Music Club • History Club • Sports Club

- Favourite author
- Favourite singer / band
- Favourite historic age
- Favourite sports person

What's your name? My name's Silvia.

How old are you? I'm 12 years old.

Who's your favourite...?

Exercise 4

28 **Audioscript/Answers**

Woman Good morning and welcome to the School Book Club. So, just a couple of questions. What's your name?

Robbie Hi. I'm Robbie.

Woman Hello, Robbie. What's your full name?

Robbie Oh, my full name is **Robert Gordon**, but I'm **Robbie** to my friends.

Woman How old are you, Robbie?

Robbie I'm **13**.

Woman And you are **British**, is that right?

Robbie Yes, I am.

Woman Now, what's your favourite subject?

Robbie **History**.

Woman Good, and who's your favourite author?

Robbie **Roald Dahl**, I love all his books!

Woman That's great, Robbie. Last question: what are the important things in your life?

Robbie The important things in my life? Well, **books** of course. Then all my **friends** and my **dog** and my **cat**, they're fantastic!

Exercise 5

Students' own answers

Exercise 6

Students' own answers

Methodology note

Portfolios are a popular and effective way of motivating learners, providing a systematic review of language and skills, helping them to reflect on their own objectives, ways of learning and their success. You can direct your slower learners to the short Portfolio in their Workbook, while quick and strong learners can focus on the long Portfolio available on www.skolasnadhledem.cz.

Teacher's notes: