



ŠOLSKI EPICENTER

DZS

Right on!

SLOVENSKA IZDAJA

Nova serija učbenikov za angleščino od 6. do 9. razreda



Svetovna
uspešnica v
sodelovanju
s slovenskimi
učitelji!



Express Publishing

Nova učbeniška serija

Spoštovane učiteljice, spoštovani učitelji,

z veseljem vam predstavljamo najnovejšo učbeniško serijo **Right on!**, ki je nastala v sodelovanju s svetovno znano založbo **Express Publishing** in s **slovenskimi učitelji** angleškega jezika. Serija je namenjena poučevanju angleščine v osnovni šoli od 6. do 9. razreda.

Odlikujejo jo dinamični tematski sklopi, ki poleg posvečanja jezikovnim spretnostim spodbujajo še razvoj veščin 21. stoletja, ki so v današnjem času nepogrešljiva komponenta vsakega pouka.

S poudarkom na kritičnem mišljenju, razvoju samopodobe, kreativnosti in avtonomnem učenju vam Right on! ponuja vse potrebno za ustvarjanje pozitivnega odnosa do sveta, sebe in drugih.

S pomočjo videoposnetkov, aktualnih tematik, interaktivnih kvizov, ugank in še mnogih drugih popestritev postane učenje angleščine aktivno in zabavno; učenci pa lahko s premišljeno zastavljenimi nalogami razvijajo jezikovne spretnosti tudi na višji kognitivni ravni in tako hitreje začnejo samostojno uporabljati jezik.

21st Century Learners

PREDNOSTI SERIJE RIGHT ON

- Odlično interaktivno gradivo z **avtentičnimi videoposnetki** in številnimi **popestritvami** učnega procesa (interaktivni kvizi, uganke, igre, ...);
- poudarek na razvijanju **medkulturne ozaveščenosti**;
- razgibani in **tematsko raznoliki sklopi**, ki bodo navdušili vsakega najstnika;
- naloge, ki spodbujajo **razvijanje veščin 21. stoletja** (kreativnost, sodelovanje, samostojno učenje, kritično razmišljanje in digitalna pismenost);
- **skrbno izbrana besedila**, ki prinašajo popoln kontekst za učenje jezikovnih kompetenc.



E-podpora

Interaktivno gradivo oz. software je za vse uporabnike brezplačno dostopen za prenos na našem izobraževalnem portalu eVedež: www.evedez.si/righton.


Tam boste lahko našli tudi letne in dnevne priprave v slovenščini.



Učbeniški kompleti obsegajo

- Učbenik;
- barvni delovni zvezek s slovničnim dodatkom;
- interaktivno gradivo oz. software za belo tablo, projektor ali poučevanje na daljavo;
- bogat priročnik za učitelja;
- dostop do avdioposnetkov;
- dodatne teste.



1  In groups, collect information about annual celebrations in Slovenia and make notes under the headings: **Name**, **Place**, **Date**, **Activities** in your notebook.



Note!

Ker se učbeniška serija Right on! pripravlja prav posebej za slovenske šole, so naloge in besedila s t.i. **nacionalnimi vsebinami** (vsebinami, ki so prilagojene slovenskemu okolju) vključene že v samo fizično verzijo učbenika. V skladu s tem pa je na voljo tudi prilagojen software.

Struktura in vsebina učbenika

Učbenike **Right on!** poleg uvodne ponovitvene lekcije sestavlja šest 19-stranskih enot. Vsaka se začne z jasno zastavljenim pregledom vsebine ter naborom slik za t.i. »warm-up«, ki učence pripravi na tematski sklop prihajajoče enote. Krajšemu uvodu sledijo tri poglavja namenjena učenju besedišča – **READING, VOCABULARY IN USE** in **EVERYDAY ENGLISH**; vsaj dva poglavja, ki pregledno in izčrpno predstavljata nove slovnične strukture – **GRAMMAR IN USE**; ter poglavje **WRITING**, ki se konkretno posveča razvijanju veščin pisnega sporočanja.

Vsaka enota zajema posebej pripravljen uvod, v katerem izstopa slikovno gradivo, ki učence popelje v nov tematski sklop in deluje po principu »activating schemata«.

WHAT'S IN THIS MODULE?

Vsaka enota se začne z jasno razvidnim povzetkom obravnavanega besedišča in slovnice, kakor tudi drugih komponent, ki so bodisi tematske narave bodisi se dotikajo konkretnih jezikovnih kompetenc (speaking, writing).

V posameznih enotah se pogosto pojavijo naloge tipe »**LISTEN AND REPEAT**«, ki poudarjajo pomembnost slušnega razumevanja kakor tudi same izgovorjave besed.

3 • Every day

Mary's daily routine & free time

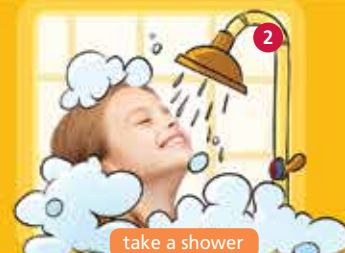
What's in this module?

- Vocabulary in Use**
 - daily routine/ free-time activities
 - the time
 - school subjects
- Grammar in Use**
 - linkers (*first, then, next, after (that)*)
 - present simple
 - prepositions of time/ direction/movement
 - adverbs of frequency
 - question words
 - *must, mustn't*
- Speaking**
 - asking for/giving directions
- Writing**
 - an email about your daily routine
 - a blog entry about your routine
- CLIL (Citizenship):** School Rules
- Culture Spot:** The national game of England
- Values:** Happy days
- Presentation Skills:** Present a sportsperson

Note!

In English, we can use the 12-hour clock or the 24-hour clock when writing. We normally use the 12-hour clock when speaking. It's 6 pm. (NOT: It's 18:00:).

IN THE MORNING 12:00 am – 12:00 noon



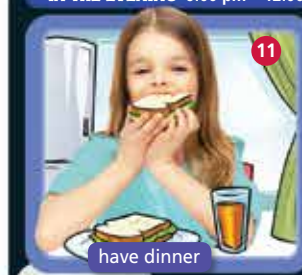
AT NOON 12:00 pm



IN THE AFTERNOON 12:00 noon – 6:00 pm



IN THE EVENING 6:00 pm – 12:00 am



Vocabulary in Use

Daily routine/Free-time activities

1 2.1 Look at the pictures. Listen and repeat.

niškega kompleta Right On!

Poleg elementov, ki razvijajo najbolj osnovne veščine, pa vsaka enota ponuja tudi popestritve učnega procesa. To so **ACROSS CULTURES** s tipično nacionalnimi tematikami, **CLIL**, ki temelji na medpredmetnem povezovanju, ter **PROJECT in PRESENTATION SKILLS**, ki pripomoreta k razvijanju veščin 21. stoletja. Vsako enoto nato zaokrožita še poglavji **VOCABULARY BANK** in **PROGRESS CHECK**, ki v obliki nalog povzemata novo besedišče in slovnične strukture



VIDEO

Opozorilo, da je za pripadajočo nalogo na voljo tudi video v interaktivnem gradivu. Video posnetke lahko predvajamo z ali brez angleških podnapisov. V učilnicah kjer predvajanje video posnetka ni mogoče, pa lahko učitelji uporabijo zgolj pripadajoči zvočni posnetek.

Rubrika **NOTE!** opozarja na posebna slovnična pravila ali besede in besedne zveze.

Note!

Linkers

We use *first, then, next, after (that)* to show a sequence of events.

Speaking

- 2 Imagine you are Mary. Use phrases from Ex. 1 to tell the class about your morning/afternoon/evening routine on Mondays.

In the morning, I get up and take a shower. Then, I ...

GRAMMAR

Vsaka slovnična enota vsebuje kratko razlago obravnavane slovnice. Vse slovnične tabele z razširjenimi razlagami in dodatnimi nalogami za utrjevanje so zbrane na koncu učbenika pod poglavjem Grammar Bank ter v slovničnem dodatku Grammar Book na koncu delovnega zvezka. V vsaki enoti se slovnično poglavje pojavi dvakrat.

Vsako slovnično pravilo je predstavljeno kar trikrat, kar pomeni, da lahko učenci v učbeniku in delovnem zvezku dostopajo do treh različno dolgih razlag istega slovničnega pravila. Vsaki razlagi pa botrujejo tudi različni primeri.

3b Grammar in Use

Note!

We use the present simple for habits/routines. I go to school at 8:00 am. Time adverbs/phrases used with the Present Simple: usually, often, every day/week, etc.

Spelling Rules

third-person singular
• verb + -s → I eat
→ he eats, I like
→ he likes
• verb ending in -ss/
-sh/-ch/-x/-o + -es
→ I go → he goes,
I push → he pushes
• verb ending in
consonant + -y:
-y → -ies I cry → he
cries, BUT verb
ending in vowel +
-y + -s → I enjoy →
he enjoys

Present simple (affirmative)

affirmative	
singular	I/you play
	he/she/it plays
plural	we/you/they play



Present simple (negative)

		full form	short form
singular	I/you	do not like	don't like
	he/she/it	does not like	doesn't like
plural	we/you/they	do not like	don't like



Vsa slovnična pravila so predstavljena v kontekstu. Tega večinoma daje slikovno gradivo v obliki stripov.

- 1 a) Read the theory box. Write the third-person singular of the verbs in brackets.

	/s/	/z/	/vz/
1 (write) writes	✓		
2 (walk)			
3 (watch)			
4 (buy)			

	/s/	/z/	/vz/
5 (eat)			
6 (do)			
7 (try)			
8 (finish)			

- b) 2.6 Listen and tick (✓) the correct box. Then, repeat.

- 2 Put the verbs in brackets into the present simple.

- He _____ (have) dinner at 8:00.
- Ann _____ (catch) the bus to school at 7:30 am.
- Mary _____ (reach) school at 8:00 am.
- Eric _____ (do) his homework in the afternoon.
- Kate _____ (enjoy) her lessons.
- Bob _____ (wash) his dog every Friday.

- 3 Complete the text with the verbs in the list in the correct form of the present simple.

• chat • finish • eat • get up • go (x2) • have • watch • walk

Paola 1) _____ at 7:00 every morning. She 2) _____ breakfast and then she and her friend Rosa 3) _____ to school. They 4) _____ school at 3:00 and then Paola 5) _____ to basketball practice. In the evening, she 6) _____ TV or she 7) _____ with her friends online after she 8) _____ dinner. Paola 9) _____ to bed at 10:00.



- 5 What do/doesn't you do on Sundays? Use the phrases in the list to write sentences. Tell your partner.

• have breakfast at 8:00 • have lunch with my family at 12:00
• prepare dinner • eat at a restaurant • go to the cinema
• play football in the park • meet my friends

On Sundays, I don't have breakfast at 8:00. I have breakfast at 9:00.

Prepositions of time (at, on, in)

at	on	in
time: at 7 o'clock	days: on Monday,	months: in January
holidays: at Easter,	on New Year's Day	seasons: in the winter/spring/summer/autumn
at Christmas	dates: on 2nd August	
in the expressions:	part of a particular	in the expressions: in the morning/afternoon/evening, in an hour, in a minute, in a week/month/year/few days
at noon, at the weekend, at night	day: on Friday night	

- 6 Fill in the gaps with: at, on or in.

- He doesn't get up _____ 8:00 _____ the morning.
- I haven't got a music lesson _____ Thursdays.
- We can meet _____ the afternoon.
- We don't visit our grandparents _____ Sunday mornings.
- The children finish lessons _____ 3 pm.

Rubrika **SPELLING RULES** opozarja na posebnosti pri zapisovanju besed.

Naloge principa **guided** → **non-guided**, ki omogočajo učencem, da postajajo pri upravljanju z določenim slovničnim pravilom samostojni postopoma in po korakih.

LISTENING

Aktivnosti za razvijanje slušnega razumevanja so razpršene znotraj posameznih poglavij. Tako zagotavlja učbenik integracijo vseh najpomembnejših veščin, ki izstopajo pri pouku tujega jezika.

VOCABULARY

Novo besedišče je vedno predstavljeno v smiselnem kontekstu, ki se povezuje s širšo tematiko celotnega modula; vse pa je hkrati podprto s slikovnim gradivom, ki pripomore k razumevanju in je kot nalašč za učence vizualnega tipa.

Pri **ACROSS CULTURES** izstopa predvsem nacionalna tematika, ki pokriva slovenske jedi, običaje, znamenitosti in znane športnike. Vsako poglavje spremljajo video posnetki, ki popestrijo učno vsebino, ter številne naloge razporejene po posameznih veščinah.

Referenčni okvirčki usmerjajo učence na strani v učbeniku ali delovnem zvezku, kjer se pojavijo dodatne razlage ali naloge za utrjevanje novega besedišča ali slovničnih struktur.

3c • Vocabulary in Use

Free-time activities

1 2.7 Listen and repeat.

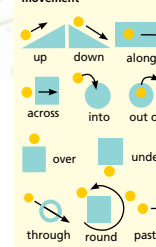


Note!
We use -ing form after the verbs *like, love, don't like, hate, I like listening to music.*

2 Which of the activities in Ex. 1 do you *like/love/not like/hate* doing in your free time? Tell your partner. You can use your own ideas as well.
In my free time I like chatting online and hanging out with my friends. I don't like going to the mall. I hate playing board games.

Note!

Prepositions of direction/movement



2 Look at the map of the school and, in pairs, act out similar directions to Ex. 1. Use prepositions of direction/movement. Give directions:
• from the science lab to classroom 3A
• from the computer room to the auditorium
• from the library to the nurse's office

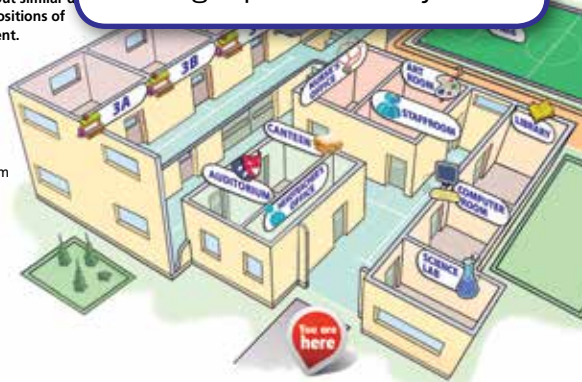
Everyday English • 3d

Asking for/Giving directions

1 2.8 Listen to and/or read the dialogue. Which classroom does Alexis want to go to? How can she get there? Show the route on the map.

Alexis: Where's classroom 3C?
Nat: Walk past the science lab and turn left. Go past the staffroom and walk along the corridor. Go past the

V rubriki **EVERYDAY ENGLISH** se učenci srečajo z najbolj pogosto uporabljenimi frazami, kolokacijami ali t.i. »speech gambits«, ki vodijo do bolj tekočega sporazumevanja.



Pronunciation

2.9 Listen and repeat.

/θ/ three, thanks, think

/ð/ that, then, there

Številne naloge temeljijo na t.i. personalizaciji in osebnih izkušnjah, kar spodbuja učenčev motivacijo in deluje inkluzivno za vse učence.

PAIROWRK/GROUPWORK

Oznaka za delo v paru ali skupini nakazuje priložnosti za razvijanje govornih spretnosti.

Rubrika **PRONUNCIATION** prinaša skrbno izbrane vaje za pravilno izgovorjavo besed, ki se navezujejo na jezik obravnavane enote.

3f Across Cultures
3f

Jan Oblak

Video

Jan Oblak is a great footballer, but he never scores any goals. Why? Because his job is to stop them – he's the goalkeeper! In fact, people often call him the best goalkeeper in the world!

Jan is from Škofja Loka, a small town near Slovenia's capital city, Ljubljana. His family loves sport. His dad is a goalkeeper too and his sister, Teja, is a great basketball player. She plays for the Slovenian national team and for ŽVZ USK Praha.

Every day, Jan gets up early, takes a shower and eats breakfast. After that, he has football practice with his team. They run a long way and practise moves with the ball. The team has a lunch break, and then they continue training. They sometimes go to the gym, but they usually run again. They all work very hard!

Jan is very tall and fast, so he is an excellent goalkeeper. His nickname in Slovenia is Jump Jump because he can catch the ball even when it's above his head. However, the other players in his team call him Wall because he never lets the ball into the goal – he stops it like a wall!

When Jan doesn't have training or a match, he often hangs out with his friends from his team. He also learns Spanish, because Spain is his new home. Jan spends time with his family when he can, but his sister lives in Prague in the Czech Republic, and his parents still live in Slovenia. They chat on the phone or online and tell each other all their news.

Jan is very famous now, and he has got lots of prizes, but he still works hard every day. "You can always improve," Jan says. "I'm sure that I can still be much better."

Fact File

Nicknames: Jump Jump, Wall
 Date of birth: 7th January 1993
 Place of birth: Škofja Loka, Slovenia

Reading

1 Listen to the audio and read the text. Match phrases 1-3 to phrases a-c to make sentences.

2 Decide if the sentences are **T** (true), **F** (false), or **NG** (not given). Then read the text aloud.

1 Jan has got a brother. ☐

2 Jan gets up at 7 am every morning. ☐

3 He always goes to the gym after lunch. ☐

4 He lives in Spain. ☐

5 Jan Oblak is ☐ and fast.

6 His birthday is ☐ a goalkeeper.

7 Jan is very tall ☐ on 7th January.

Vocabulary in Use

Free-time activities

3 Complete the sentences with: goes, have, plays, helps or spend.

1 My dad _____ golf on Sundays.

2 Robin _____ to the gym in the afternoon.

3 At the weekend, I _____ time with my family and _____.

4 My mum _____ a charity for children at weekend.

5 I _____ piano lessons every Saturday.

Speaking

4 In pairs ask and answer questions based on the text. Use questions from the Note box. Then, present Jan Oblak to the class.

A: Who is Jan Oblak?
 B: A goalkeeper. What are his nicknames?
 A: Jump Jump and Wall.

Listening

5 Listen and complete Jure's timetable.

Anton's timetable

7:30 am	get up
8:00 am	have breakfast
9:00 am	have football 2
12:00 pm	have lunch
2:00 pm	play a 4
6:00 pm	have dinner
9:00 pm	go to bed

Writing

6 Imagine you are Jure. Write an email to your English e-friend Jack about your daily routine. You can use phrases from the box to start/end email (50-60 words).

Hi Jack,
 How are things? Here's my daily routine. In the morning, I _____.
 After lunch, we _____ it's very tiring, but it's really great here!
 Write back soon,
 Jure

Rubrika **CULTURE SPOT** z zabavnimi vprašanji, ki se navezujejo na običaje ali značilnosti drugih kultur in jih hkrati primerjajo s Slovenijo, spodbuja medkulturno in nacionalno ozaveščenost, hkrati pa gradi tudi na t.i. »student autonomy« saj učencem omogoča, da do informacij dostopajo samostojno.

Na koncu vsake enote stoji poglavje **WRITING**, ki prinaša poseben pristop razvijanja veščin pisnega sporočanja. Poglavje zajema predstavitev določene besedilne oblike (blog, e-mail, vabilo, članek, ...) ter številne naloge, ki spodbujajo samostojno učenje, vse pa se zaključi s prostim pisnim sporočanjem. Zaradi narave svoje strukture se poglavje **WRITING** poleg pisnega sporočanja osredotoča tudi na razvijanje veščin 21. stoletja.

Poglavje **CLIL** prinaša možnosti za medpredmetno povezovanje in z zabavnimi tematikami združuje učenje jezika z vsebino drugih predmetov.

3g Writing
CLIL (Citizenship) 3

A blog entry about your routine

1 Read the task. Use the underlined key words to complete the sentences.

Write a blog entry about your daily routine (50-60 words). In your blog entry, write: What you do in the morning, What you do in the afternoon, What you do in the evening.

1 You need to write a(n) _____.

2 You need to write about _____.

3 You need to write _____ words.

Model analysis

2 Read the model. Make notes under the headings: In the morning, In the afternoon, In the evening. Use your notes to present Mary's daily routine.

Mary's Blog

Hey, guys,
 My day starts early. I get up at 7 o'clock in the morning, take a shower and then I have breakfast. I go to school at 8:15. I get back at 3:15 and do my homework before I go to basketball practice. After we have dinner at 7:00, I chat with my friends online or watch TV. I go to bed at 10. What about you?

Writing Tip Linkers and/or before/after

- We use **and** to link similar ideas. I get up and take a shower.
- We use **before** to show that an action happens earlier than another action. Before I go to school, I have breakfast. I have breakfast before I go to school.
- We use **after** to show that an action happens later than another action. After I have breakfast, I go to school. I go to school after I have breakfast.
- We use **or** to link opposing ideas. In the evenings I watch TV or chat online.

Useful Language

Opening remarks

Hi, guys! • Hi there!
Describing daily routine

morning

- In the morning, I get up at ... and then I ...
- My day starts (early) ... and then I ...

afternoon

- After lunch/in the afternoon, ...
- I finish school at ...

evening

- I usually ... in the evening. • I go to bed at ...

School Rules

Hi, guys! I'm here in England. I miss my life in the USA but I like it here a lot. I love my new school! It's big and there are lots of students. That's why it's important we all follow the rules. Here they are:

Do's

- be on time for registration
- wear your school uniform
- bring a packed lunch to school
- respect other students

Don'ts

- hand homework in late
- cheat on tests
- use a mobile phone at school
- speak rudely to your teachers

What are the rules at your school? Have you got a school uniform?

Reading

1 What are the rules in Jane's school?
 2 Listen and read to find out.

must/mustn't

must: obligation/duty You must listen to your teacher. (It's your duty.)
mustn't: prohibition You mustn't eat in class. (It's not allowed.)

2 Use the information in the text in Ex. 1 to complete the sentences. Use: **must** or **mustn't**.

1 Students _____ be late.

2 Students _____ wear a uniform.

3 Students _____ respect other students.

4 Students _____ be rude to their teachers.

Speaking & Writing

3 **Think** Think of your ideal school. What rules have you got? Make notes under the headings: **Do's** - **Don'ts**. You can use the rules in the box to help you. Tell the class. Use: **must** or **mustn't**.

WRITING TIP in **USEFUL LANGUAGE** sta rubriki, ki se najpogosteje pojavljata v razdelku **WRITING**, občasno pa ju lahko opazimo tudi drugod. Njuna naloga je, da učencem predstavita najpogostejše fraze in kolokacije, ki pripomorejo k bolj tekočemu sporočanju.

3 Project

“Proverbs!
Practice makes perfect.”

Collect information about a famous sportsperson and complete the fact file. Tell the class.

Name:	
Nickname(s):	
Date of birth:	
Place of birth:	
Daily routine:	
Free-time activities:	

To prepare a presentation about a famous person you need to research from various sources such as websites, magazines, books, etc. Make sure the information you use is correct.

VALUES

Happy days

- 2 a) Which of the activities in the pictures do you usually do?

have a good breakfast

play with friends

read a book

lots of sleep

on p. 131 See R

Glavni cilj poglavja **PROJECT** je razvijanje veščin 21. stoletja, kot so: kreativnost, sodelovanje, raziskovanje, avtonomno učenje in kritično razmišljanje. Tematsko se dotika tako nacionalnih kot tudi globalnih vsebin, hkrati pa spodbuja ustvarjanje medkulturne ozaveščenosti.

Rubrika **VALUES** učence spodbuja k razmišljanju o vrednotah, kulturah in vsakdanjem družbenem vedenju.

Presentation Skills • 3

Present a sportsperson

Researching information

- 1 The extracts below give us information about a famous sportsperson. Which one is NOT OK? Why?

A FOOTBALL WORLD CUP – OFFICIAL WEBSITE

KNOW THE PLAYERS

Neymar da Silva Santos Júnior, or Neymar for short, is very important player for Brazil. He was born in Mogi das Cruzes in Brazil on 5 February 1992. In his free time, Neymar plays computer games and spends time with his family.

B GREG'S FOOTBALL BLOG

Hi everyone. My favourite football player is Neymar. I call him 'The Magician' because he's got magic feet! He was born in Brazil and he's around 25. I think he has training every day with his club. A lot of footballers play golf in their free time and Neymar probably does too. Who's your favourite footballer?

C THE No.1 FOOTBALL MAGAZINE

Striker

This week, we take a look at the daily life of Neymar. He's a very skillful Brazilian player. His nickname is Jôia – it means 'Jewel' in Portuguese. Neymar always wakes up at 6:30 and starts practice at his club at 9 am. He has lunch with his teammates at 12 noon and goes to the gym at 2 pm. He usually goes to bed at 10 pm.

- 2 Use the two

Name	
Nickname(s)	
Date of birth	
Place of birth	
Daily routine	
Free-time activities	

- 3 Use the fact

Neymar. Start
He's fast, he's
world. He's

Poglavje

PRESENTATION

SKILLS prinaša učencem odlične napotke za pripravo in izpeljavo prezentacij, ki so v današnjem svetu nepogrešljiva komponenta vsakdanjega pouka.

Rubrika **COMPETENCES** omogoča učencem da na koncu vsake enote samostojno preverijo lasten napredek. To jim omogoča, da na preprost način ugotovijo kaj že znajo in kaj je potrebno še utrditi.

Poglavje

PROGRESS

CHECK se pojavi na koncu vsake enote in utrjuje razumevanje tematike dane enote ter predhodno predstavljenega besedišče in slovnice.

3 Progress Check

Vocabulary in Use

- Choose the correct word.
 - He goes/gets up at 8:00.
 - We usually have/do lunch at 1:00.
 - Tom has/does his homework in the afternoon.
 - We walk/take back home after school.
 - She helps/watches a charity for children. $5 \times 1 = 5$
- Fill in: take, play, go, watch, brush.
 - In the evening, I _____ video games.
 - We _____ TV in the afternoon.
 - I always _____ a shower in the morning.
 - We _____ our teeth in the morning.
 - They _____ to the gym in the evening. $5 \times 1 = 5$
- Fill in: amusement, hanging, puzzles, board, shopping.
 - Ann likes playing _____ games.
 - He hates doing jigsaw _____.
 - Keith likes _____ out with his friends at weekends.
 - We don't like going _____ at the mall.
 - They love going to the park every Saturday evening. $5 \times 1 = 5$

Grammar in Use

- Write the third-person singular.
 - She _____ (work) as a teacher.
 - He _____ (buy) books online.
 - She _____ (wash) the car every Friday.
 - He _____ (chat) online in the evenings.
 - She _____ (study) English on Mondays. $5 \times 1 = 5$

- 5 Choose the correct item.

- Does Anna live/lives in Madrid? No, she does/doesn't.
- Paul and I don't/doesn't play tennis.
- Do/Does you walk to school? Yes, I do/does.
- My mum tidy/tidies the house every day.
- You must/mustn't eat in class. It isn't allowed.
- You must/mustn't wear a uniform at school. It's your duty. $6 \times 2 = 12$

- 6 Put the words in the right order.

- We/school/walk/to/every day.
- late/Tom/is/for school/never!
- always/We/at/dinner/8:00/have!
- evening/in/watch/They/TV/the!
- have/Mondays/We/music/lessons/on!.

Everyday English

- 7 Match the exchanges.

- Is classroom 2D next to the science lab?
- Where's classroom 3C?
- Thank you.
- It's up the stairs to your right.
- You're welcome.
- No, it's next to the computer room. $3 \times 3 = 9$

Reading

- 8 Read the text and complete the sentences.

Extreme schools

Chuck is 15 years old and goes to Barrow High School. Barrow is far in the north of Alaska, and in the winter there are two months when the sun never shines. It is also very cold. It's not always easy, but Chuck usually gets to school. There aren't real roads, but the school bus has 4-wheel drive and snow chains. Chuck gets up early in the morning to catch it – it passes by his house at 7 am, so he gets up at 6. The school has high-speed Internet, warm classrooms and a basketball court. Chuck practices there every day after school. There is also something not many schools have in the rest of the USA – a skating rink!

Chuck does all the usual subjects at school, but he also learns about the Inuit culture. These people have got a long history in Alaska. The city is very proud of its history and Chuck is proud to be part of it.

- Chuck is a student at _____.
- The classrooms at his school are _____.
- He goes to school by _____.
- He gets up _____.
- Chuck plays _____.
- Chuck learns about the culture of _____.

Listening

- 9 Listen and complete Aga's daily routine.

1) _____: get up
6:30: leave the house
2) _____: arrive at school
3) _____: school finishes
7:30-4) _____
8:30: chat online
5) _____: go to bed

Writing

- 10 Write an email to your English friend, Stan, about what you do on Sundays (50-60 words).

Hi Stan!

How are you? On Sundays, I usually wake up at _____ in the morning. I _____ in the afternoon. I _____ in the evening. I _____.

What about you? Write back.

21 points
TOTAL: 100 points

Competences

Good Very Good Excellent

Now I can ...

- Vocabulary in Use**
- talk about daily routines & free-time activities ☆☆☆
 - tell the time ☆☆☆
 - talk about school subjects ☆☆☆
- Reading**
- identify T/F/NG statements ☆☆☆
 - match phrases to make complete sentences ☆☆☆
 - complete sentences ☆☆☆
- Listening**
- listen for specific information (gap fill) ☆☆☆
- Speaking**
- describe a person's daily routine ☆☆☆
 - ask for/directions ☆☆☆
- Writing**
- write an email about my daily routine ☆☆☆
 - write a blog entry ☆☆☆

3 • Vocabulary Bank

School subjects

1 2.13 Look at the pictures. Listen and repeat.



Geography



Music



Maths



Design & Technology (DT)



Foreign Languages (French, Spanish, German)



Art



English



Religious Education (RE)



Science



History



Physical Education (PE)



Information & Communication Technology (ICT)

2 Answer the questions.

1 Which school subjects do you do at school?

2 Which is your favourite?

Free-time activities

1 2.14 Look at the pictures. Listen and repeat.



cook



go swimming



go to an art gallery



go to a concert



go shopping



go to the museum



go to the park



go to the zoo



knit



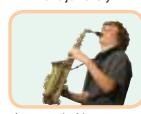
make jewellery



paint



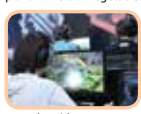
plant flowers or vegetables



play a musical instrument



play a team sport



play video games

VOCABULARY BANK, ki stoji na koncu vsake enote povzema najpomembnejše besedišče določene enote. Vse besede so opremljene z vizualnim gradivom, ki na jasn način predstavlja njihov pomen. Poglavje pa vključuje tudi naloge za utrjevanje novega besedišča.

SONGS

1 2.15 Listen and sing along.

People of the World

This world is our world - it's where we are born,
Wherever we are, this world is our home!
British, Canadian, Indian, Chinese,
The world is a tree and we are its leaves!

Hello world, hello friends!
Hello to everyone!
Different places, different races
But all the world is one!

We're from different places with all kinds of names,
Our countries are different but we're all the same!
All over the world, wherever we are,
The same hopes and dreams are in all of our hearts!

2 Think What is the song's main idea?
A. People's names are different.
B. We are from different countries.
C. We are all people of the same world.

1 a) Complete the gaps with:
welcome, TV, chess, castle, place.
b) 2.16 Listen and check, then sing along.

2 Which of the words below best describe your home?
+ big + small + cosy + tall + perfect
+ full of love + sweet

3 Think What is home to you?

Home sweet home

Home sweet home,
The best I to be
Home sweet home,
There's a here for me!
There's no place like home,
It's where I am free.
There's my B and computer,
My bed and B
There's no place like home.

World Tales



The Fisherman & the Fish

An old fisherman and his wife lived in a small house near the sea. They were very poor. One day, the fisherman caught a golden fish.
"Please let me go," said the fish, "and you can have anything you wish!"
The fisherman was very surprised. The fish could speak!
"Dear little fish," said the old man, "I don't want anything!"
He let the fish go and walked home. He told his wife about the fish.
"You fool!" she shouted. "We need a new bucket! Go back and ask for a bucket!"
So the fisherman went back to the sea. It was calm. He called the golden fish and it swam up to him.
"What do you want, good man?" it asked.
"My wife wants a new bucket," said the fisherman.
"You can have your wish. Go home now," said the fish and swam away.
The fisherman went home and saw a new bucket, but his wife was still angry. She wanted a new house. So the fisherman went back to the sea and called the golden fish again. This time the sea was not so calm.
The fish granted his wish and the fisherman went back home. He saw a beautiful new house, but his wife was still angry. She wanted to be rich with a huge house. So the fisherman went back to find the fish. The sea was dark now and the sky was grey. The fish granted her wish, but still she wasn't happy. She wanted to be a queen with a palace and servants so she sent her husband back to find the fish. The fish granted her wish, but still she wasn't happy. She wanted to be the Queen of the Land and Sea, with the golden fish as her servant.
The fisherman went back to the sea and called the golden fish. The sea was stormy and there were clouds in the sky.
"I'm sorry, dear fish!" he cried. "Now my wife wants to be Queen of the Land and Sea, and she wants you to be her servant."
The fish didn't answer. It turned and swam away.
The fisherman went home. He couldn't see the palace or the servants. All he could see was his small house and his wife. She was poor again and in front of her was the old bucket.

Fun Time 2

Play the game in pairs or small groups. Use rubbers as markers. Roll the dice to move across the board.



Razdelek SONGS

se pojavlja na koncu učbenika in zajema pesmi, ki se tematsko navezujejo na posamezne enote. Razgibane, visoko kvalitetne pesmi bodo nedvomno popestrile vaš učni proces.

Razdelek **WORD TALES** na koncu učbenika prinaša sveženj dodatnih besedil, ki so kot nalašč za utrjevanje bralnega razumevanja.

Poseben dodatek **FUN TIME** omogoča učencem da skozi igro na zabaven in interaktiven način utrdijo svoje poznavanje novih besed ali slovničnih struktur.

3 • Every day

Vocabulary in Use

Daily routine/Free-time activities
The time – School subjects

1 * Choose the correct verb.



1 get/take up



2 have/come breakfast



3 come/go to bed



4 watch/play video games



5 make/do homework



6 do/take a shower

2 * Choose the correct word.



1 It's a quarter to/past seven.



2 It's quarter/half past five.



3 It's twenty to/past seven.



4 It's ten to/past three.

3 * Choose the correct school subject.

- 1 My favourite school subject is **Maths/Science**.
- 2 Ann's favourite school subject is **Music/History**.
- 3 Mark's favourite school subject is **Geography/Art**.

4 ** Look at the table and complete the sentences.

8:30	11:15
9:20	12:40

- 1 M _____ is at _____.
- 2 S _____ is at _____.
- 3 P _____ is at _____.
- 4 H _____ is at _____.

5 *** Complete the blog.

A typical Monday!
by Billy Smith

On Mondays I 1) _____ up at 2) _____ and 3) _____ breakfast with my family. I 4) _____ to school at 5) _____. School starts at 6) _____. The first lesson is 7) _____. My favourite school subject is 8) _____. I finish school at 9) _____. I 10) _____ back home. In the afternoon, I 11) _____ my homework. In the evening, I 12) _____ videos online or I 13) _____ video games. I 14) _____ to bed at 15) _____. What about you?

Grammar in Use • 3b

Present simple (affirmative, negative)

1 * Write the third person singular of the verbs below.

- 1 I catch – he/she _____
- 2 I cry – he/she _____
- 3 I finish – he/she _____
- 4 I buy – he/she _____
- 5 I wear – he/she _____
- 6 I go – he/she _____

2 ** Fill in gaps with don't or doesn't.

- 1 Sam _____ play video games.
- 2 We _____ to school.
- 3 Louisa _____ have dinner at 6:00.
- 4 You _____ wash the dog on Friday.
- 5 Nigel and Boris _____ speak Spanish.

3 ** Put the verbs in brackets into the present simple.

- 1 Julia _____ (brush) her teeth in the morning.
- 2 The children _____ (do) their homework after school.
- 3 George _____ (not/ have) lunch at school.
- 4 We _____ (go) to bed at 9:30 pm.
- 5 She _____ (not/ play) tennis.

Prepositions of time

4 * Circle the correct item.

- 1 My family and I go to the park on / at Saturdays.
- 2 Bob and Susanna have dinner outside in / at the summer.
- 3 I go to the cinema in / on Friday nights.
- 4 Maria's birthday is on / in 3rd May.
- 5 We go on holiday on / in June.

5 ** Fill in the gaps with at, in, on.

Sophie gets up 1) _____ 7 o'clock 2) _____ Mondays. She writes music for video games, 3) _____ the morning she works on a computer. She does some housework 4) _____ noon and 5) _____ the evening she chats or goes out with her friends. She goes to the park 6) _____ the weekends. In summer, she loves going swimming.

6 *** Read the blog and correct mistakes.

Becky's
Blog About News More

Saturdays are my favourite day of the week. At Saturdays I get up in 9:00am, take a shower and have breakfast. After that, I visit my grandparents. In noon, we have lunch and then I hang out with friends. At the summer, we go to the beach but on the winter we go shopping. Then, in Saturday evenings, I have dinner with my family and we watch TV. On 9:30 pm, I chat online and then I go to bed in 10:30 pm. What do you do in Saturdays?

Naloge so razporejene glede na težavnost, ta pa je nakazana s številom zvezdic.

Barvni delovni zvezek, ki se tematsko sklada z učbenikom in ponuja še več nalog za ponavljanje in utrjevanje znanja.

Funkcionalni dialogi vzeti iz vsakdanjega življenja omogočajo učencem, da se srečajo z jezikom v naravnem kontekstu.

Right onova posebnost so naloge različnega tipa za utrjevanje besedišča, saj je dokazano, da učenci najhitreje usvojijo novo znanje, če se z njim srečajo na različne načine in v različnih kontekstih.

3c • Vocabulary in Use

Free-time activities

1 * Match the words to form phrases.

- | | |
|----------|----------------|
| go to | jigsaw puzzles |
| play | online |
| do | a film |
| watch | the theatre |
| chat | with friends |
| hang out | board games |

2 ** Use the phrases in Ex. 1 to label the pictures (a-f).



3 *** Fill in the gaps with the verbs in the list.

- chat • go (x4) • listen • watch • hang
• do • play

MY BLOG

Hi everyone,
Weekends are fun. I 1) _____ online with my friends on Saturday mornings. In the afternoon, I 2) _____ out with my cousins. We 3) _____ to the amusement park or we 4) _____ to the mall and 5) _____ a film. On Sundays, I 6) _____ bowling with my brother or we 7) _____ skateboarding. In the evening, I 8) _____ puzzles online or I 9) _____ board games with my little sister. I 10) _____ to music before I go to bed at about 9:30. What about you?

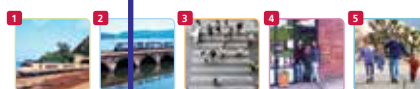
4 *** Now label the photos with phrases from the blog.



Everyday English • 3d

Asking for - Giving directions

1 * Fill in the correct preposition of movement/direction: out of (x2), over, across, along.



- 1 The train is coming _____ the tunnel.
- 2 The train is going _____ the bridge.
- 3 They are walking _____ the street.
- 4 They are coming _____ the shop.
- 5 They are walking _____ the street.

2 * Match sentences 1-4 to sentences a-d.

- Where's classroom 8D? 1 I'm sorry. Can you repeat that? 2 Is it next to the science lab? 3 Thank you. 4
- a Of course. Go up the stairs and turn left. b Walk past the music room and turn right. c You're welcome. d No, it's next to the auditorium.

3 ** Complete the dialogue. Use sentences from Ex. 2.

Peter: Hello. 1) _____?
Emma: Classroom 8D is up the stairs to your right. Go past the computer room and walk along the corridor.
Peter: I'm sorry. 2) _____?
Emma: Of course. Go up the stairs. Go along the corridor and it is to your right.
Peter: 3) _____
Emma: You're welcome.

3e Grammar in Use

Verbs of frequency

Choose the correct adverb of frequency.
 Always/never walk to school. (0%)
 My mother usually/often goes to bed late. (75%)
 My brother sometimes/always does his homework. (100%)
 My father often/sometimes goes to football practice. (50%)



Write the sentences in the correct place.
 I get up at 7 am. (always)

My brother chats online. (sometimes)

My father plays video games. (usually)

My mother and Mark have breakfast. (never)

Look at the table. Write sentences using the adverbs of frequency.

	always	often	sometimes	never
to go to school			✓	
to go to bed		✓		
to go to the gym				✓

28

Reading • 3f

1 Read the text and match the words to form phrases.

1 Read the text and match the words to form phrases.

MO FARAH
 Mohamed Muktar Jama Farah – or Mo for short – is from Somalia, but he lives in London in the UK. He is a great athlete. Mo has got four Olympic gold medals and he holds the British record for the 1,500 m, the 5,000 m and the 10,000 m. He also runs marathons – races that are 42 km long! When he wins a race, he does the 'Mobot', a move that his fans copy as they celebrate with him. Athletes like Mo do a lot of training. Every day, Mo gets up early and has breakfast at 7 am. Then, he starts his training. He usually runs between 16 and 20 km in the morning, then he comes back home for lunch. He often eats pasta with chicken. In the afternoon, he does more training. He usually runs about 10 km. After that, he takes a shower and has dinner with his family at 8 pm. Mo doesn't go to bed late because athletes need lots of sleep. In his free time, Mo is usually with his family. He has got a wife, Tania, and four children. His daughters are Rhianna, Aisha and Amani and his son's name is Hussein. He helps them with their homework, takes them to the park, and of course he runs with them! Mo is a writer, too. He has got a book about his life, and a children's book, *Ready, Steady, Mo!* He also does a lot of charity work. This helps people around the world, especially children in his home country, Somalia. Mo Farah is a brilliant athlete, but he works very hard to be a champion. Every week, he runs up to 220 km! He hasn't got any days off; he even runs on Sundays. Mo knows that hard work is important. "Don't dream of winning," he says, "train for it!"

Date of birth: 23rd March, 1983
 Place of birth: Somalia, Africa

Mo Farah is 1. He has breakfast at 2. He does training 3. 7 am. 4. seven days a week. 5. from Somalia.

2 ★★ Decide if the sentences are T (true), F (false) or NG (not given).

1 Mo Farah is an Olympic champion. ☐

2 He only does training in the morning. ☐

3 Mo sometimes runs in a gym. ☐

3 ★★ Answer the questions.

1 When is Mo's birthday?

2 Which British records does he hold?

3 What time does he have dinner?

4 How many children has he got?

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3 Mo sometimes runs in a gym. ☐

3 ★★ Answer the questions.

1 When is Mo's birthday?

2 Which British records does he hold?

3 What time does he have dinner?

4 How many children has he got?

Mo Farah is 1. He has breakfast at 2. He does training 3. 7 am. 4. seven days a week. 5. from Somalia.

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Interaktivno gradivo

Serija Right on! prinaša pregledno in enostavno interaktivno gradivo, ki je kot nalašč za učenje na daljavo, uporabimo pa ga lahko tudi pri tradicionalnem pouku v kombinaciji s projektorjem ali interaktivno tablo.

Gradivo zajema celoten učbenik in delovni zvezek s slovničnim dodatkom z rešitvami. Video posnetki ter avdio posnetki so v posamezne enote že vnaprej integrirani, kar učiteljem omogoča, da prihranijo čas pri izvajanju učne ure. Za popestritev poskrbijo uganke ter interaktivne igre in kvizi, ki omogočajo učencem, da na zabaven način in v duhu tekmovanja preizkusijo svoje znanje.

Glavna prednost interaktivnega gradiva je tudi ta, da lahko učitelj zahtevnejše naloge poenostavi s preprostim klikom na gumb težavnosti.



4f Across Cultures

Travels with Tommy

Reading

1. Look at the pictures. Which country are these foods popular in?
40. All. Listen, read and check.

2. Read the text and decide if the sentences are **True** or **False**.
a) Tommy's family eat Križanica Klobasa for breakfast.
b) Tommy's family eat Križanica Klobasa for a snack every day.
c) Tommy is usually hungry after he eats bagel.
d) Tommy and his parents eat pizza in the evening.

3. Answer the questions.
a) Where do Tommy and his parents buy drink?
b) What do Slovenians use to make Križanica Klobasa?
c) What time do Tommy's family eat lunch?
d) What does Tommy drink with his Prekmurje gibanica?

4. Read the text about which of the foods in the text are sweet which are salty? Which can be hot?

Vocabulary in Use

Food

5. Complete the sentences. Use these words: toppings, steak, spicy and fry. Which words describe cooking methods?

1. People ... potatoes in oil to make chips.
2. We put ... the fruit and chocolate on our ice cream.
3. I add pepper to my soup to make it ...
4. Cook the water and ... the carrots for 15 minutes before putting them in.

Speaking

6. **Task** Which of the foods in Ex. 5 would you like to try? Why? Use your partner.

Listening

7. **Task** Listen and choose the correct answer (A, B or C).

1. What's Paul's favourite food?
A. B. C.

2. What does Ann want to drink?
A. B. C.

3. What does Lili need to buy?
A. B. C.

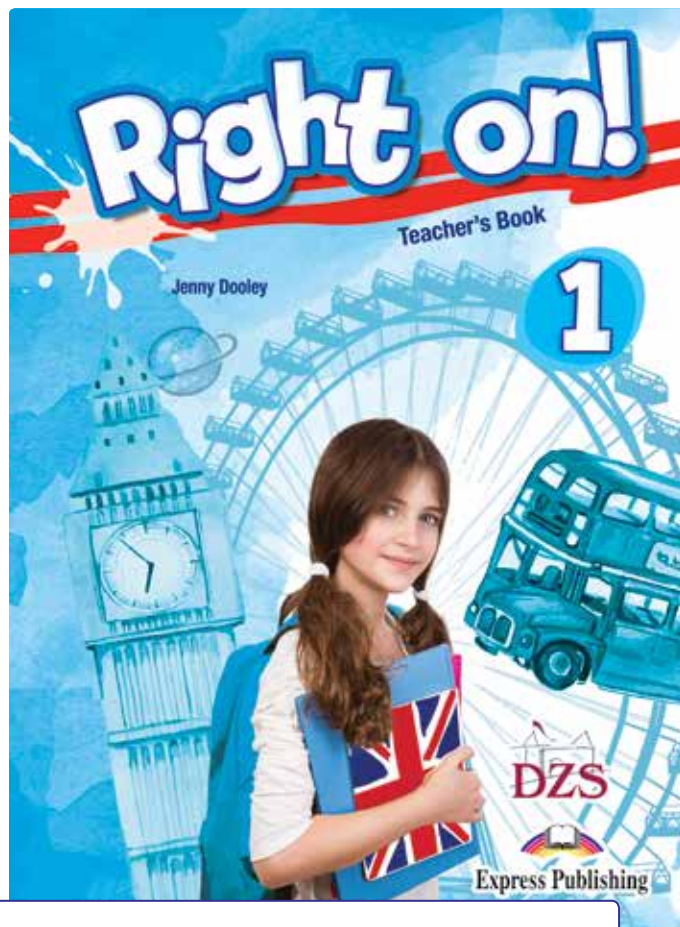
Writing

8. **Task** Think of a popular street food in your country. Collect information under the headings: name of street food - description - how they make it. Then write a short story about it (50 words).

Učiteljev priročnik

Priročnik za učitelje je zasnovan na prijazen način, saj je vsebina pregledno razdeljena po posameznih enotah. Vsaka enota se začne z razdelkom, ki povzema glavne cilje zajetih poglavij, kakor tudi skupne cilje cele enote. Na tej točki so izpisane tudi najpomembnejše besede, ki se jih učenci naučijo tekom določenega poglavja. Uvodnemu povzetku sledijo naloge s priloženimi cilji in rešitvami. Vsaka naloga pa je tudi natančno in pregledno opisana.

Na koncu priročnika za učitelje so tudi t.i. »formulative« kot tudi »cumulative evaluation charts« ter »progress report cards«, ki učiteljem olajšajo neformalno spremljanje napredka učencev.



Starter

Starter

Lesson Objectives: To present and practise the alphabet; numbers, classroom objects and colours; to familiarise Ss with telephone numbers, to practise spelling, greetings and introductions; to learn when to use *alan/the*; to practise classroom and textbook language; to learn the imperative

Vocabulary: Cardinal numbers (1-100), classroom objects (*pencil case, glue, pen, rubber, pencil, ruler, notebook, blackboard, desk, whiteboard*); colours (*brown, purple, pink, grey, green, red, yellow, black, orange, blue, white*). Other (*alarm clock, digital camera, apple, scarf, anorak, purse, watch, umbrella, e-reader, sharpener, schoolbag*)

- 1 **AIM** To present and practise the alphabet
- Play the recording.
 - Ss listen and repeat the letters.

Extra Activity

One Ss says a letter the other says the letter that comes after.

e.g. S1: C
S2: D - Y
S3: Z - K
S4: Lett

- 2 **AIM** To practise spelling
- Read the *Notel* aloud.
 - Play the recording.
 - Ss listen and choose the correctly spelt name in each pair.
 - Check Ss' answers.
 - As an extension ask Ss to spell each name.

Answer Key

1 8 2 8 3 A 4 A

- 3 a) **AIM** To listen to and read a dialogue
- Play the recording. Ss listen and read.
 - Then choose two Ss to read the example dialogue.
- b) **AIM** To role play a dialogue and practise spelling
- Allow Ss some time to complete the task with the rest of the names in closed pairs.

- Monitor the activity around the class.
- Ask some pairs to act out their dialogues.

Suggested Answer Key

A: Hello, I'm Mrs Drake. I'm your new teacher.
What's your name?
B: Hello, Mrs Drake. I'm Jennifer.
A: And your surname?
B: Matthews.
A: How do you spell it?
B: M - A - double T - H - E - W - S.
A: Hello, I'm Mrs Drake. I'm your new teacher.
What's your name?
B: Hello, Mrs Drake. I'm Richard.
A: And your surname?
B: Hughes.
A: How do you spell it?
B: H - U - G - H - E - S.
A: Hello, I'm Mrs Drake. I'm your new teacher.
What's your name?
B: Hello, Mrs Drake. I'm Emma.
A: And your surname?
B: Cooper.
A: How do you spell it?
B: C - double O - P - E - R.

A: Hello, I'm Mrs Drake. I'm your new teacher.
What's your name?
B: Hello, Mrs Drake. I'm Ethan.
A: And your surname?
B: Davies.
A: How do you spell it?
B: D - A - V - I - E - S.

- 4 **AIM** To present and practise numbers (1-20)
- Play the recording. Ss listen and repeat the numbers.
 - Ask Ss to count from 1-20 one after the other.

- 5 **AIM** To practise asking about telephone numbers
- Read the *Notel* aloud.
 - Choose two Ss to read through the example dialogue.
 - Allow Ss some time to complete the task with the rest of the numbers in closed pairs.
 - Monitor the activity around the class.
 - Ask some pairs to act out their dialogues.

Answer Key

2 A: What's your telephone number?
B: It's double five - two - four - three - oh - eight - nine.
3 A: What's your telephone number?
B: It's double two - nine - four - double three - one - eight.
4 A: What's your telephone number?
B: It's seven - two - oh - nine - eight - six - three - two.
5 A: What's your telephone number?
B: It's three - seven - oh - two - five - nine - two - one.

- 6 **AIM** To present and practise numbers (21-100)
- Read the *Notel* aloud.
 - Play the recording. Ss listen and repeat the numbers.

- 7 **AIM** To distinguish between numbers
- Play the recording.
 - Ss listen and circle the correct number.
 - Check Ss' answers.

Extra Activity

Prepare bingo cards with various numbers from 1-100, then play BINGO with Ss. Say numbers, from 1-100. Ss in teams write the number on the board.

T: 26

Team A1: twenty-six

Answer Key

1 12 2 100 3 50 4 42 5 13 6 80

- 8 **AIM** To present a/an
- Read out the cartoon. Elicit/Explain that the words in bold are used when we talk about sb or sth in general. Elicit when we use a (before singular nouns starting with a consonant sound) or an (before singular nouns that begin with a vowel sound). Go through the grammar rules.
 - Ask Ss to give other examples of their own if possible.

- 9 **AIM** To practise a/an
- Ask Ss to fill in a/an.
 - Check Ss' answers.

Answer Key

1 an 2 a 3 an 4 a

- 10 **AIM** To present classroom objects
- Read out the list of classroom objects and ask Ss to look at the pictures.
 - Give Ss time to label the pictures.
 - Play the recording for Ss to listen and check their answers.
 - Then play the recording again with pauses for Ss to repeat chorally and/or individually.
 - As an extension, point to various things around the classroom. Ss identify the objects.
e.g. T: (pointing to a notebook) What's this?
S1: (It's a) notebook, etc

Answer Key

1 pencil 6 pencil case
2 ruler 7 whiteboard
3 glue 8 pen
4 notebook 9 blackboard
5 rubber 10 desk

- 11 a) **AIM** To present colours
- Present the colours by pointing to different objects in the classroom and telling or eliciting the colour of each from Ss.
 - Explain the task and give Ss time to complete it.

Answer Key

1 purple 5 brown 9 green
2 red 6 pink 10 grey
3 blue 7 black 11 yellow
4 orange 8 white

- b) **AIM** To practise colours
- Play the recording. Ss listen and check their answers to Ex. 11a.
 - Then play the recording again with pauses for Ss to repeat chorally and/or individually. You can first present the colours if you like, then ask Ss to do Ex. 11a.b.
 - Ask Ss to complete the sentence and then ask various Ss around the class to share their answers.

Suggested Answer Key
My favourite colour is green.

Smo pritegnili vašo pozornost? **RIGHT ON!**

Dogovorite se za ZOOM predstavitev ali predstavitev na šoli.
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